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ABSTRACT

This bilingual handbook, presented in both Hmong and English, is designed to assist parents of language minority students who live in California. The book is part of the technical assistance effort of the State Department of Education to clarify the operations of the California schools to language minority parents so they can better support the education of their children. It provides information on the following: (1) the educational system, enrollment procedures and transportation, especially for elementary and secondary students; (2) basic school programs and curriculum; (3) grades, promotions and testing, with an explanation of the types of tests used in California, such as the California Assessment Program tests and the high school proficiency tests; (4) bilingual education and other services to students who are of limited English proficiency; (5) additional educational programs and services, such as vocational education, continuation education, advanced placement, adult education, child development programs, and summer school; (6) parental involvement with schools, teachers and administrators; and (7) the structure of the public school system. (PS)

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A Handbook on California Education for Language Minority Parents—

Hmong/English Edition

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig, Superintendent of Public Instruction
Sacramento, 1986

UD 025360

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A Handbook on California Education for Language Minority Parents

(Hmong Version)

Prepared under the direction of the
Bilingual Education Office
California State Department of Education

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LUS UA TSAUG

California State Department of Education muaj lus zoo siab nco txog ntau tus tib neeg uas tau pab ua tau phau ntawv no:

- Lub Department's Language Minority Parent Handbook Committee muaj Robert Bennett, Gene Bradford, Richard Diaz, Don Glines, Marcelett Henry, Ed O'Malley, Dolores Paz, Paul Plowman, Dan Reibson, Tomas Roybal, Glen Thomas, Elena Wong, thiab Alex Yeh. Pawg thawj ua no tau nrhiav ntau yam rau phau ntawv nrog tes no, xws li muab coj los tso ua ke thiab rau kom yog thaum sau tej nqe tawm.

    - Ntau yam hauj lwm uas Elena Wong yog tus khiav hauj lwm rau Department pab lig phau ntawv no rau cov suav, Van Le yog tus khiav hais kom muab txhais tawm uas lus Kab Meem, Hmoob, Plog, thiab Nyab Laj, thiab Don Glines tus uas tau pab khiav txoj hauj lwm rau pab neeg ua phau ntawv nrog tes no rau cov niam txiv pawg neeg tsawg.

    - Ua tsaug rau Xao Her thiab Lia Sueday Yangyog ob tus ua hauj lwm rau Long Beach Unified School District siv nkawm cov sij hawm los mus pab txhais phau ntawv nrog tes no ua lus Hmoob.

CHONG K. PARK
Chairman
Language Minority Parent Handbook Committee

LUS QHIA UA NTEJ

California cov tsev kawm ntawv dawb tau tsum kev qhib qhia txuj ci rau txhua txhua tus tub kawm ntawv. Raws li phau ntawv qhia nrog tes no, nej yuav to taub thiab paub kawm mus rau cov tsev kawm ntawv thiab raws cov sij hawm kawm txuj ci ntawm.

Ntau tshaj no, neeg pej xeem Californians thiaj li tau sib pab lig nrog kom cov tsev kawm ntawv dawb muaj khoom siv kom txaus thiab kom muaj ib cov neeg txawj qhia nyob rau peb cov tsev kawm ntawv dawb no. Txoj kev sib pab nyob hauv state tseem tab tom yuav pab kom cov tsev kawm ntawv tau muaj ib cov xib fwb zoo, pab cov niam txiv, cov thawj coj ua luam, thiab cov nroog tsev kawm ntawv nyob sib koom ua ke.

Txoj kev koom ua phooj ywg nyob ntawm tsev thiab tsev kawm ntawv yog ib txoj kev tseem ceeb kawg nkaus rau kev kawm. Peb yuav pab peb cov me nyuam txoj kev kawm txuj ci yog thaum peb qhia lawv paub txog ntau yam khoom los txuj ci nyob ntawm tsev thiab lawv tau txais kawm nyob tim tsev kawm ntawv thiab kom lawv ua mus raws li tej yam uas lawv twb paub zoo lawm. Cov niam txiv, xib fwb, thiab cov neeg ua hauj lwm rau tsev kawm ntawv yuav tsum sib pab lav txog txoj kev qhia txuj ci rau cov tub kawm ntawv txhua txhua tus tib si. Phau ntawv nrog tes no yuav pab tau cov niam txiv paub qhia lawv cov me nyuam cov txuj ci mus raws li lawv nyiam thiab xav tau. Ntawm yog ib txog kev sib pab qhuab qhia, thiab kuv xav kom nej cov ua niam txiv qhia nej cov me nyuam raws nej cov tswv yim uas nej muaj.

Nej kam koom tes nrog kev kawm txuj ci yog ib qhov tseem ceeb rau cov me nyuam tub kawm ntawv tau kawm thiab yuav tau txais. Nws tsis pom tias yuav nyuaj dab tsis. Cov me nyuam coj cov txuj ci nyob tom tsev mus kawm tim tsev kawm ntawv los kuj tau. Thaum dhau niam txiv lawm tus thawj tus xib fwb tseem ceeb lawv kawm tau zoo, cov me nyuam ua tau kawm tau tib yam. Raws cov sij hawm uas nrhiav ua txuj ci research qhia tias cov tub kawm ntawv kawm tau zoo yog los ntawm cov niam txiv pab qhuab qhia ntxiv. Nyob rau lwm yam uas tub kawm ntawv kawm tau thiab niam txiv pab zoo lawm, tub kawm ntawv txoj kev kawm yeej nce siab mus xwb. State Department of Education tau hais tawm tuaj tias xav kom cov niam txiv pab lawv lig txoj txuj ci kawm ntawv dawb no.

Txoj kev koom tes sib pab tom tsev thiab tim tsev kawm ntawv yog ib lub yum sij zoo rau tub kawm ntawv kawm tau zoo thiab nce mus siab. Kuv xav tias phau ntawv nrog tes no yuav pab tau txoj kev sib koom tes qhia ua ke.

Bill Honig

Superintendent of Public Instruction

LUS QHIA

Nyob rau xyoo 1983-84, muaj tshaj 900,000 tus tub kawm ntawv nyob California tau hais tawm tias lawv siv lawv cov lus hais xub thawj nyob tom tsev ntau dua lus Askiv. Tus nab npawb ntawv ze 487,000 tus tau hais tias lawv hais lus Askiv tsis tau zoo pes tsawg (LEP). Phau ntawv luam tawm no, phau ntawv nrog tes qhia txog California txoj kev kawm txuj ci rau cov niam txiv hais lus pawg neeg tsawg, tau ua tawm los pab cov niam txiv tsiv teb raws chaw uas muaj cov me nyuam tub kawm ntawv LEP siv thiab tau paub kom zoo txog cov sij hawm qhia kawm txuj ci nyob hauv cov tsev kawm ntawv dawb California.

Yam tseem ceeb rau cov tub kawm ntawv LEP yog lawv cov niam txiv nyob tom tsev yuav tsum paub txog California txoj kev qhia txuj ci thiab cov sij hawm kawm txuj ci. Xws li cov niam txiv yog cov qhia xwb thawj, cov niam txiv paub zoo tias lawv cov me nyuam tseem tshuav dab tsi yuav kawm ntxiv thiab yuav kho rau qhov lawv tsis nyiam kawm nrog lwm yam txuj ci tshiab. Raws cov xwm uas muaj nyob hauv phau ntawv nrog tes no, cov niam txiv yuav pab qhia lawv cov me nyuam kawm ntawv mus rau ib txoj kev zoo.

Nyob hauv phau ntawv nrog tes no muaj xwm qhia hais txog tub kawm ntawv teev npe, txoj kev qhia nyob hauv tsev kawm ntawv dawb, yam yuav tsum kawm kom tag, kawm txuj ci yog lus thib ob, niam txiv qhuab qhia nrog, caij npav, niaj xyoo kawm ntawv, me nyuam maj mam kawm ntawv tau thiab ntxiv uas yuav pab cov niam txiv paub tau tseeb qhia lawv cov me nyuam. Nws tseem muaj lwm yam xwm hais qhia ntxiv thiab xws li, kev kawm txuj ci lwm yam, kawm ua hauj lwm, kawm txuj ci mus ntxiv, kawm ua hauj lwm yuav txuj ci, kev kawm ntawv rau cov neeg loj lawm uas tsis yog pab cov tub kawm ntawv LEP xwb, nws yuav pab cov niam txiv nrhiav tau ib cov sij hawm kawm txuj ci nyob California. Peb cia siab tias phau ntawv nrog tes no yuav yog ib phau ntawv tseem ceeb tawm tuaj pab rau cov niam txiv hais lus pawg neeg tsawg pab qhia lawv cov me nyuam.

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LUS QHIA TXOG

Phau Ntawv Nrog Tes qhia txog California txoj kev kawm txuj ci rau cov niam txiv hais lus pawg neeg tsawg. Yog ua tawm los pab cov niam txiv pawg neeg tsawg uas muaj tub mus kawm ntawv nyob hauv California. Phau ntawv nrog tes no yog ib phau ntawv zoo uas State Department of Education pom hais tias yuav pab tau cov tsev kawm ntawv nyob hauv California thiab cov niam txiv hais lus pawg neeg tsawg uas lawv yuav pab lawv cov me nyuam txoj kev kawm txuj ci. Cov niam txiv yog thawj tus xib fwb thiab yuav tsum paub tau tias cov me nyuam tseem yuav kawm yam dab tsi pab ntxiv.

Phau ntawv nrog tes muaj ntau yam xwm tseem ceeb hais txog txoj kab kev kawm ntawv thiab kam teev npe kawm ntawv xws li tub kawm ntawv yuav teev npe kawm qib kindergarten mus txog qib kaum ob. Nws qhia hais txog ntau yam ntaub ntawv xeem nyob hauv California, xws li xeem California Assessment Program tests thiab xeem high school proficiency tests. Phau ntawv nrog tes muaj ib section qhia hais txog kev kawm lus thib ob thiab lwm yam hauj lwm khiav pab rau cov tub kawm ntawv hais lus pawg neeg tsawg uas hais tsis tau lus Askiv zoo limited-English proficiency. Raws li cov niam txiv muaj tub kawm ntawv pawg neeg tsawg tsis tau kawm ntawv nyob Asmeslivkas, tsis tau kawm lwm yam programs ua hauj lwm xws li kawm txuj ci ua hauj lwm, kev qhia ntawv rau cov neeg loj, thiab kev kawm ntawv mus ntxiv qhia kom cov niam txiv to taub mus kawm ntawv nyob teb chaws Asmeslivkas. Lwm section mas qhia hais txog cov niam txiv nyob rau hauv lwm lub teb chaws tuaj uas lawv tsis paub txog txoj kam sib ntsib nrog cov xib fwb thiab cov thawj coj ua hauj lwm rau tsev kawm ntawv.

Phau ntawv nrog tes no tsis muaj xwm txaus qhia kom to taub zoo tab sis mas tej tus program tej zaum yuav qhib qhia txawv txav rau tej lub tsev kawm ntawv los district. Cov niam txiv nrog xib fwb los tus thawj coj tsev kawm ntawv sib tham yog xav paub tseeb txog tej yam xwm ntawm ntau ntxiv.

1.0 KAM TEEV NPE THIAB TUAJ KAWM NTAWV; XWM LWM YAM; CAIJ NPAV

1.1 Thaum twg kuv tus me nyuam thiaj teev tau npe mus kawm ntawv?

Koj tus me nyuam teev tau npe kawm qib ib thaum nws muaj hnub nyoog txog rau xyoo lawm. Cov me nyuam uas muaj hnub nyoog txog tsib xyoo thiab cuaj hli teev npe kawm ntawv tau rau thaum pib lub cuaj hli. Cov neeg tsiv teb raws chaw cov me nyuam uas muaj hnub nyoog txog lawm yeej teev tau npe kawm ntawv thaum uas lawv tuaj txog teb chaws Asmeslivkas no lawm. Tsis yog kawm ncig xyoo uas pib lub xya hli, cov me nyuam teev npe kawm ntawv tau rau thawj hnub lub cuaj hli txog lub rau hli.

1.2 Kuv tus me nyuam kawm puas tau lub tsev kawm ntawv nyob ze ntawm kuv tsev?

Yog raws txoj kev cai, tau. Tab sis tej cov nroog tsev kawm ntawv uas tsi xav kom muaj tub kawm ntawv coob tus nyob rau ib lub tsev kawm ntawv, los yog xaiv neeg txawv tawv txawv tug uas yuav tsum raug xa mus kawm nyob rau lwm lub tsev kawm ntawv. Yog koj lub nroog tsev kawm ntawv muaj npav xa cov tub kawm ntawv mus thiab los, koj thov saib koj tus me nyuam puas tau kawm nyob ze ntawm koj tsev.

1.3 Yuav rau qib kawm ntawv rau kuv tus me nyuam mus li cas?

Qib kawm rau raws hnub nyoog thiab raws qib uas tau kawm tag los lawm ntawm. Cov me nyuam uas muaj plaub xyoos thiab cuaj hli txwm lawm teev tau npe kawm kindergarten. Cov me nyuam uas xub txog rau xyoo lawm teev tau npe kawm qib ib. Cov me nyuam uas muaj hnub nyoog dhau rau xyoo lawm yog tus xib fwb loj ua tus rau qib kawm uas pib ib mus txog kaum ob.

1.4 Asmeslivkas cov tsev kawm ntawv puas txais cov credit kawm tiav nyob lwm teb chaws tuaj?

Cov me nyuam kawm ntawv elementary cov ntaub ntawv uas tau kawm nyob lwm lub tsev kawm ntawv tag los lawm yuav pab rau lub tsev kawm ntawv uas lawv yuav kawm ntawm paub rau cov kev kawm kom zoo rau tus me nyuam. Cov tub kawm ntawv high school cov ntaub ntawv uas tau kawm tiav nyob rau lwm lub tsev kawm ntawv yuav tau raug xyuas ua ntej tso mam li rau tau yam uas nws yuav kawm ntxiv mus.

1.5 Kam lig su rau cov tub kawm ntawv noj mus li cas?

Cov me nyuam ntim su nyob ntawm tsev mus tau, los yog lawv yuav su noj nyob tim tsev kawm ntawv los kuj tau tib yam. Ntau lub tsev kawm ntawv muaj chav tsev noj hmov zoo pheej yig rau cov me nyuam yuav noj. Cov niam txiv uas tau txais nyiaj tsawg thov tau ntawm cov neeg ua hauj lwm rau tsev kawm ntawv saib lawv cov me nyuam puas yuav tau txais noj su dawb los yog luv nqe. Raws li txoj kev cai tsev kawm ntawv dawb California tau hais tias txhua txhua lub tsev kawm ntawv dawb yuav tsum lig su rau cov me nyuam uas xav tau txais su noj txhua txhua hnub. Tej cov tsev kawm ntawv lig tshais rau cov me nyuam noj tsi kim, los yog pub dawb rau cov me nyuam tsev neeg uas tau txais nyiaj tsawg.

1.6 Kuv yuav them nqe kawm ntawv rau kuv tus me nyuam pes tsawg?

Kawm ntawv nyob rau Asmeslivkas cov tsev kawm ntawv dawb tsis them nqe dab tsi thiab cov phau ntawv qev rau cov tub kawm ntawv kawm los kuj tsis them nqe tib yam. Nav khaub ncaws mus kawm ntawv zoo li cas los tau. Nyob rau tej chav tsev kawm ntawv me nyuam nyob hauv high school koj yuav tau them nqe rau cov khoom koj tus me nyuam siv kawm ua nyob hauv chav tsev kawm ntawv. Cov niam txiv tej zaum yuav them me nyuam nqe noj su.

1.7 Kuv yuav ua li cas thaum kuv tus me nyuam tsis mus kawm ntawv?

Koj hu xov tooj mus qhia tsev kawm ntawv paub tias yog li cas koj tus me nyuam thiaj tsi mus kawm ntawv. Txog hnub uas koj tus me nyuam rov qab mus kawm ntawv, koj yuav tsum muab ib daim ntawv sau koj npe rau nws coj mus. Nyob hauv daim ntawv no, koj sau cov hnub uas nws tsis mus kawm ntawv thiab sau qhia tias vim li cas thiaj tsis mus.

1.8 Kuv tus me nyuam caij puas tau npav ntawm tsev mus rau tim tsev kawm ntawv thiab rov qab los?

Muaj tej cov nroog tsev kawm ntawv tsi lig npav rau coj tub kawm ntawv caij. Muaj tej cov thiaj pab lig rau cov tub kawm ntawv uas tsev nyob deb tsev kawm ntawv tuaj ko taw tuaj deb. Koj nug tau koj tus me nyuam lub tsev kawm ntawv txog kam caij npav, chaw npav nres, sij hawm nce thiab nqes npav, thiab lwm yam sib qhia rau cov niam txiv thiab cov tub kawm ntawv hluas kom paub caij npav rau thawj hnub.

1.9 Yuav ua li cas yog kuv tus me nyuam caij npav tsi yog lawm?

Nws yog ib qho tseem ceeb rau koj yuav tsum npaj cias pab koj tus me nyuam thiab qhia kom koj tus me nyuam paub nrhiav nws lub tsev kawm ntawv. Koj yuav tsum nrog koj tus me nyuam sib tham thiab qhia kom nws paub tias nws yuav ua li cas thiab yuav mus lawm qhov twg thaum nws caij npav tsi yog lawm.

1.10 Yog kuv tus me nyuam kawm special education thiab caij tsi tau npav zoo li lwm tus yuav ua li cas?

Yog koj tus me nyuam raug kawm rau special education, cov neeg ua hauj lwm pab koj tus me nyuam no yuav qhia koj paub txog kam caij npav ntawm koj tus me nyuam. Koj nug xwm ntxiv nrog cov neeg ua hauj lwm rau tsev kawm ntawv tau.

1.11 Kuv yuav ua li cas pab kuv tus me nyuam thaum nws caij npav?

Koj tus me nyuam yuav tsum paub txog txoj kam caij npav kom zoo. Yog koj tus me nyuam tsi to taub tus tsav npav, koj yuav tsum qhia kom nws to taub txog kam caij npav thiab mloog nws hais. Cov tsav npav rau tsev kawm ntawv yuav maj mam tsav npav thauj cov me nyuam mus thiab los kom tsi txhob muaj xwm, tab sis lawv xav kom koj pab thiab nrog lawv koom tes qhia koj tus me nyuam.

1.12 Cov nroog tsev kawm ntawv puas kom them nqe caij npav ntawm tsev mus rau tim tsev kawm ntawv?

Tej zaum yuav tau them. Koj nug koj tus me nyuam lub tsev kawm ntawv saib nws lub nroog tsev kawm ntawv puas kom them. Cov me nyuam lov npab lov ces los yog niam txiv tau txais nyiaj tsawg tsis them. Cov nroog tsev kawm ntawv yog cov hais kom them thiab tsis them.

2.0 TSEV KAWM NTAWV TXOJ KEV QHIA; KEV KAWM NTAWV

2.1 Hnub kawm ntawv luv yog li cas?

Hnub kawm ntawv luv yog hnub tsev kawm ntawv kaw ntxov. Cov tub kawm ntawv lawb los tsev ntxov dua txhua txhua hnub kawm ntawv. Cov sij hawm tseem tshuav nyob rau hnub ntawm, tsev kawm ntawv cov thawj coj yuav siv sib ntsib thiab ua lwm yam hauj lwm rau tsev kawm ntawv. Koj yuav tau txais ib daim ntawv sau tuaj qhia kom paub ua ntej thaum uas yuav muaj hnub kawm ntawv luv thiab thaum koj tus me nyuam yuav lawb rov qab los tsev ntxov.

2.2 Muaj yam dab tsi qhia nyob rau cov qib elementary (K-6)?

Yam qhia nyob rau cov qib elementary (K-6) yog qhia kawm lus (mloog, sib tham, twm ntawv, thiab sau ntawv), zauv, social studies, science, thiab kawm dhia kom ib ce khiav zoo. Lwm yam qhia yog kawm suab thiab kawm puab los yog cab mem duab. Tej cov tsev kawm ntawv qhia twm ntawv thiab lwm yam kawm ua ob yam lus.

2.3 Muaj yam dab tsi qhia nyob rau high school?

Qhia txawv txav. Koj yuav tsum nug lub nroog tsev kawm ntawv uas koj tus me nyuam teev npe kawm ntawm saib lawv qhia yam dab tsi. Tej yam uas yuav muaj qhia mas yog zauv algebra, Askiv, ntau ntawv, kawm qab ntuj yav tas los, biology, kawm dhia kom ib ce khiav zoo, kawm lus lwm yam, kawm puab los yog cab mem duab, home economics, industrial arts, thiab kawm yuav txuj ci ua hauj lwm. Tej yam uas tau hais los no mas yuav tsum kom cov tub kawmntawv kawm thiab yuav tsum muaj rau cov tub kawm ntawv uas nyiam tau kawm. Koj nug koj tus me nyuam lub nroog tsev kawm ntawv ntxiv yog xav paub kom meej.

2.4 Kuv tus me nyuam yuav kawm yam dab tsi thiaj li tiav nyob rau hauv high school?

Pib xyoo kawm ntawv 1986-87 mus, txhua txhua tus tub kawm ntawv uas tau txais high school diploma yuav tsum kawm kom tiav thaum nyob qib cuaj mus txog qib kaum ob raws cov yam kawm hauv qab no.

(1) Cov nab npawb yam kawm nyob hauv qab no yuav tsum kawm kom tiav ib xyoos nyob hauv tsev kawm ntawv:

- (a) Kawm peb yam Askiv
- (b) Kawm ob yam zauv
- (c) Kawm ob yam science, xws li kawm Asmeslivkas yav tas los thiab kawm lub qab ntuj no, kawm lub qab ntuj no yav tas los, kev coj noj coj ua, kawm fais nroog Asmeslivkas, thiab economic.
- (e) Kawm ib yam puab los yog cab mem duab los yog kawm lwm yam lus.
- (f) Kawm ob yam dhia kom ib ce khiav zoo yog tias tub kawm ntawv tsis muaj kab mob kev nkeeg dab tsis.

(2) Lwm yam kawm ua hauj lwm ntxiv mas yuav yog cov thawj nroog tsev kawm ntawv ua cov rau ntxiv tso.

Yam tseem ceeb tshaj plawg uas yuav tsum nco cia mas yog yuav tsum rau cov yam kawm kom raws li hais los lawm saum no thiab yuav tsum kawm kom tiav thaum pib xyoo kawm ntawv 1986-87 mus. Nug koj lub nroog tsev kawm ntawv yog xav tau xwm meej ntxiv.

2.5 Independent study yog dab tsi?

Independent study yog kam qhia ib tug tub kawm ntawv nyob kindergarten mus txog qib kaum ob kom nws muaj sij hawm kawm zoo li kawm nyob hauv tsev kawm ntawv, tab sis yam nws yuav kawm ntawm tsi tsi yog nyob hauv chav tsev kawm ntawv. Independent study yog kawm nyob tom tsev los yog nyob ntawm tej qhov chaws twg uas yuav muaj ib lub sij hawm zoo kawm. Cov nroog tsev kawm ntawv yog cov ua kev cai rau independent study.

2.6 Muaj lwm yam kev kawm dab tsi qhia nyob hauv kuv tus me nyuam lub tsev kawm ntawv?

Cov neeg tswj teb chaws thiab tswj state tau ua tawm ntau txoj kab kev qhia cov tub kawm ntawv uas xav tau thiab xav kawm raws ntawm. Koj tus me nyaum yuav xav kom pab los yog tau txais pab nws kawm Askiv. Txhua txhua lub nroog tsev kawm ntawv muaj txoj kab kev qhia ntawv txawv txav.

3.0 QIB, KAWM NCE, XEEM

3.1 Nyob hauv tub kawm ntawv elementary daim report card muaj dab tsi?

Tej cov nroog tsev kawm ntawv muab qib kawm ntawv rau report cards raws cov tsiaj ntawv xws li A, B, C, D, F, thiab I, tej cov nroog tsev kawm ntawv muab E, G, S, N, thiab E, los yog S, U, thiab N. Cov cim tsiaj ntawv muab qib txawv txav, tab sis lub ntsiab txhais thiab to taub zoo tib yam. Elementary cov report cards muaj yam kawm zoo li hauv qab no:

- Lus (kawm mloog, sib tham, twm ntawv, sau ntawv, sau kom raug ntaub ntawv sau, thiab sau tej lo lus tawm ua tej tus tsiaj ntawv)
- Zauv
- Social science
- Natural science
- Health education
- Kawm suab
- Kawm puab los yog cab mem duab

Daim report card qhia cov sij hawm tub kawm ntawv tuaj kawm ntawv, qhia qib ua tib neeg zoo, thiab ib qhov chaw sau cov lus ua xiv fwb thiab niam txiv tib los yog qhuas tub kawm ntawv. Cov cim report card qhia raws daim report card nkaus xwb.

3.2 Nyob hauv tub kawm ntawv high school daim report card muaj dab tsi?

Nws muaj npe raws tej yam kawm, tub kawm ntawv npe thiab xib fwb, cov qib kawm tau zoo, qib kawm ua tib neeg zoo, ib qhov chaw rau xib fwb thiab niam txiv sau cov lus tib thiab qhuas, thiab cov sij hawm tub kawm ntawv tuaj kawm ntawv.

3.3 Cov cim report card txhais li cas?

Ntau cov tsev kawm ntawv siv cov cim raws li hauv qab no:

A = Zoo heev
B = Zoo
C = Txaus nyiam
D = Xav kom tsau siab ntxiv
F = Poob
I = Tsi tiav

E = Zoo heev
G = Zoo
S = Txaus nyiam
N = Xav kom tsau sib ntxiv
U = Tsis txaus nyiam

S = Txaus nyiam
U = Tsis txaus nyiam
N = Xav kom tsau siab ntxiv

3.4 Qib ua tib neeg zoo yog dab tsi?

Nws zoo tib yam li muab qib meej mom thiab yam xib fwb pom tau tias tub kawm ntawv yog ib tug tib neeg zoo, mloog lus, tsi txhoj, tsi zes lwm tug, raug nrog txhua txhua tus tib neeg.

3.5 Qib ua hauj lwm yog dab tsi?

Qib ua hauj lwm yog muab qhia txog ua tau hauj lwm zoo lawm, ua yog, ua tau tiav raws lub sij hawm kom ua, thiab ua tau huv si.

3.6 Kuv yuav ua li cas thaum kuv tau txais kuv tus me nyaum daim report card lawm?

Koj yuav tsum xyuas saib xib fwb muab qib thiab tib los qhuas koj tus me nyuam mus li cas. Koj yuav tsum sau npe rau daim report card ces muab rau koj tus me nyuam coj rov qab mus rau tsev kawm ntawv. Tej zaum xib fwb yuav thov kom koj mus ntsib nws thiab sib tham txog koj tus me nyuam kawm ntawv tau li cas lawm. Koj sau koj cov lus tib los yog qhuas rau hauv daim report card tau.

3.7 Ntev li cas mam li ua report card tawm?

Ib xyoos ua tawm plaub zaug.

3.8 Kawm kom tiav li cas thiaj nce tau mus kawm nyob rau lwm qib siab?

Raws li cov tub kawm ntawv txoj kev kawm ntawv tau thiab tsi tau yog cov xib fwb tsev kawm ntawv elementary ua cov txiav txim muab tub kawm ntawv nce mus kawm qib siab los yog kom rov qab kawm qib qub dua. Yog tus tub kawm ntawv twg rov qab raug kawm qib qub dua, niam txiv yuav tau mus ntsib nrog tsev kawm ntawv. Nyob rau high school, yam uas tau kawm tiav credit lawm thiab xeem tau kab nee tsis zoo uas yuav tsum rov qab kawm kom tau kab nee zoo thiaj tau nce qib. Yog koj muaj lus nug txog kam kawm nce qib, hu xov tooj nug koj tus me nyuam lub nroog tsev kawm ntawv thiab nug tsev kawm ntawv txog txoj kam kawm nce qib tau.

3.9 Kam rov qab kawm nyob qib qub no yog li cas?

Tsev kawm ntawv xav kom txhua txhua tus tub kawm ntawv tau nce mus kawm rau lwm qib siab. Yog tias tus tub kawm ntawv twg kawm tsis tau, tus xib fwb yuav pab nws. Yog tias tus tub kawm ntawv twg kawm tsis tau zoo thiab nce mus kawm rau qib siab yuav tsis tau, tus tub kawm ntawv ntawm yuav rov qab tau kawm nyob rau qib qub dua ib semester ntxiv. Tsev kawm ntawv yuav hu niam txiv los yog tus saib xyuas tuaj sib tham txog tias yuav ua li cas thiaj qhia tus tub kawm ntawv mus rau qhov zoo.

3.10 Kev cai xeem raws pupil proficiency law mus li cas?

Nws hais kom cov tub kawm ntawv nyob rau California cov tsev kawm ntawv dawb yuav tsum xeem txhua txhua qib plaub txog rau thiab xeem qib kaum txog kaum ib xws li xeem twm ntawv, sau ntawv, thiab zauv.

3.11 Kev cai yuav tsum xeem raws pupil proficiency law thiaj li pub kuv tus me nyuam tiaj high schoolno yog li cas?

Ua ntej uas yuav tau txais high school diploma, koj tus me nyuam yuav tsum kawm cov yam kawm nyob hauv tsev kawm ntawv kom tiav thiab yuav tsum xeem kom tau nroog tsev kawm ntawv cov ntawv xeem proficiency test.

3.12 Xeem high school proficiency test yog li cas?

Txhua lub nroog tsev kawm ntawv nyias muaj nyias cov ntaub ntawv proficiency test rau nyias cov tub kawm ntawv kawm yuav tiav high school xeem. Cov ntaub ntawv xeem no muaj xeem twm ntawv, sau ntawv, thiab zauv. Txhua lub nroog tsev kawm ntawv nyias muaj nyias cov ntaub ntawv xeem nyias cov tub kawm ntawv thiab saib raws cov ntaub ntawv xeem ntawm saib tus twg xeem tau li cas.

3.13 Tus twg yuav tsum xeem proficiency test?

Txhua txhua tus tub kawm ntawv high school yuav tsum xeem proficiency test kom tau tso mas pub kawm tiav.

3.14 Ib tug tub kawm ntawv yuav xeem proficiency test tau pes tsawg zaug?

Txhua txhua lub nroog tsev kawm ntawv nyias muaj nyias cov sij hawm teem rau cov tub kawm ntawv xeem. Txhua txhua lub nroog tsev kawm ntawv pub rau cov tub kawm ntawv uas xeem poob lawm rov qab xeem ntxiv ntau zaus tau raws nroog tsev kawm ntawv cov sij hawm teem cia xeem ntawm.

3.15 Ib tug tub kawm ntawv uas tsis paub ntawv Askiv zoo xeem proficiency test ua lwm yam lus puas tau?

Cov tub kawm ntawv txhua tus yuav tsum xeem proficiency test ua lus Askiv tas tug. Tej zaum nyob rau hauv lub sij hawm tsev kwm ntawv yuav pub cov tub kawm ntawv siv cov ntawv xeem txhais ua lawv cov lus, tab sis mas thaum ua tag yuav tsum rov qab los teb ua lus Askiv rau.

3.16 Puas muaj tej txoj kev, tej yam, los yog tej qhov dab tsi pab cov tub kawm ntawv uas tsi paub lus Askiv zoo (LEP) kom lawv xeem tau proficiency test?

Cov tsev kawm ntawv yog cov lig txoj kev kawm txuj ci ua ob yam lus rau cov tub kawm ntawv LEP thiab pab qhia lawv npaj xeem proficiency test.

3.17 Puas yuav qhia rau cov niam txiv paub yog tias tub kawm ntawv xeem proficiency test poob lawm?

Yog tias tus tub kawm ntawv twg xeem proficiency test poob lawm, tsev kawm ntawv yuav sau ntawv xa mus rau niam txiv paub los yog kom tuaj ntsib nrog tsev kawm ntawv sib tham txog saib tsev kawm ntawv thiab niam txiv yuav qhia li cas thiaj pab tau tub kawm ntawvxeem tau proficiency test nyob rau lwm lub sij hawm.

3.18 Yog tias ib tug tub kawm ntawv taukawm puv cov yam kawm tag lawm, tab sis xeem poob proficiency test lawm, yuav ua li cas?

Yog tiasib tug tub kawm ntawv xeem poob proficiency test tab sis tau kawm puv cov yam kawm tag lawm, nws yuav tsum rov qab xeem proficiency test ntxiv kom nws tau. Ntau lub nroog tsev kawm ntawv muaj chav tsev qhia pab cov tub kawm ntawv uas xeem poob proficiency test lawm npaj rov qab xeem proficiency test dua.

3.19 Yog kuv tus me nyuam kawm cov yam kawm tsi puv thiab xeem proficiency test tsi tau, puas muaj lwm txoj kev pab ntxiv rau nws kom tau txais high school diploma los lwm daim diploma uas muaj nqe tib yam li high school diploma?

Cov tub kawm ntawv tsi tau txais high school diploma rau qhov lawv kawm tsi puv raws cov yam kawm rov qab kawm tau cov yam kawm ntawm ntxiv. Tus tub kawm ntawv uas hnub nyoog dhau kaum rau xyoo lawm xeem California High School Proficiency Examination, muaj ib xyoo peb zaug nyob raws California cov chaw xeem ntau tshaj 100 qhov. (Cov sij hawm xeem thiab chaw xeem no muaj nyob raws txhua txhua lub tsev kawm ntawv high school thiab tsev twm ntawv dawb.) Cov tub kawm ntawv uas xeem tau high school proficiency test lawm yuav tau txais ib daim ntawv certificate uas muaj nqe tib yam li high school diplomas. Tej tus neeg uas hnub nyoog dhau kaum yim xyoo lawm uas kawm tsi tiav high school thiab tsi tau kawm high school dua li teev npe xeem yuav lwm daim diploma uas muaj nqe ib yam li high school diploma tau. Cov xeem test no muaj nyob raws California cov qhov chaw xeem 250 qhov txhua txhua xyoo.

3.20 California Assessment Program yog dab tsi?

California Assessment Program yog ib cov ntaub ntawv muab rau cov tub kawm ntawv elementary thiab high school xeem. Nws kom cov tub kawm ntawv qib peb, rau, yim thiab kaum ob xeem 30 feeb ib xyoo ib zaug. Nyob rau California cov tsev kawm ntawv elementary thiab high school muaj cov ntaub ntawv xeem CAP zoo tib yam nkaus xws li cov lus nug los yog cov xwm xeem twm ntawv, sau lus, thiab zauv.

3.21 Yam xwm dab tsi uas CAP khaws cia los yog muab tshaj tawm rau txhua txhua lub tsev kawm ntawv?

California Assessment Program khaws thiab tshaj cov xwm xws li nyob rau hauv qab no:

- Tas txhua txhua lub tsev kawm ntawv cov kab nee twm ntawv, kawm lus, zauv.
- Xwm tseeb qhia txog yam kawm zoo thiab tsi zoo nyob rau hauv txoj kab kev kawm.
- Piv cov xwm txoj kev muab kab nee raws cov xyoo uas tau xeem los lawm ntau xyoo.
- Piv koj lub tsev kawm ntawv rau lwm lub thiab tag txhua txhua lub tsev kawm ntawv nyob hauv California.
- Xwm uas qhia txog tub kawm ntawv txoj kev twm ntawv, sau ntawv, thiab ua zauv.
- Xwm uas qhia txog tej pawg tub kawm ntawv uas tsi muaj neej mom sib xws, xws li me nyuam ntxhais txawv me nyuam tub, cov tub kawm ntawv tshiab txawv cov tub kawm ntawv uas ib txum kawm nyob haub tsev kawm ntawv los lawm ntau xyoo.
- Xwm qhia txog cov neej mom los yog yeeb yam kawm nyob hauv chav tsev kawm, xws li thaum saib T.V, ua cov ntawv coj lo ua tom tsev, thiab twm ntawv ua si thaum khoom.

3.22 Koj nrhiav cov CAP reports tau nyob qhov twg?

Txhua txhua lub tsev kawm ntawv thiab nroog tsev kawm ntawv cov qhov chaw ua hauj lwm muaj cov report qib peb, rau, cuaj thiab kaum ob.

3.23 Thaum twg thiaj paub tau cov ntaub ntawv kawm latest test results?

Cov results nyob rau xyoo kawm ntawv tag lo muaj tshaj tawm rau txhua txhua xyoo lub kaum ob hli ntuj nyob ntawm koj tus me nyuam lub tsev kawm ntawv los yog nroog tsev kawm ntawv qhov chaw ua hauj lwm. Lawv xa txhua txhua xyoo tuaj mus rau koj lub nroog cov thawj coj saib xyuas txoj kev kawm txuj ci thiab state cov thawj coj saib xyuas txoj kev kawm txuj ci.

3.24 Kuv tus me nyuam nkag mus kawm puas tau community college yog nws tsis muaj high school diploma?

Tau. Tej tus neeg uas nws tau high school diploma los yog tau lwm daim diploma muaj nqe tib yam li high school diploma los yog hnub nyoog dhau kaum yiam xyoo lawm uas nws yuav kawm tau nrog lwm tus muaj cai nkag mus kawm rau California community college tau. Cov tub kawm ntawv yuav mus kawm ntawm yuav tsum mus thov teev npe nkag nyob rau ntawm lawv lub nroog community college qhov chaw teev npe.

3.25 Yam dab tsi uas yuav muaj ua ntej los yog kawm kom tiav thiaj nkag tau State University thiab College System?

Cov tub kawm ntawv state university thiab college tiav high school ib ntsab-peb (1/3). Yuav nkag mus kawm mas yuav tsum tau grade kawm 2.0 los yog zoo dua ntawm nyob rau txhua txhua yam uas tsi yog yam kawm dhia kom ib ce khiav zoo thiab military science. Cov tub kawm ntawv tau grade kawm 2.0 mus rau 3.2 yuav nkag tau mus kawm thiab yog tias lawv xeem tau zoo nyob rau cov ntaub ntawv Scholastic Aptitude Test los yog American College Test. Pib lub caij nplooj ntoo zeeg xyoo 1984, cov tub kawm ntawv thawj xyoo (Freshmen) yuav tsum kawm kom tiav Askiv yim semesters thiab kom tiav zauv plaub semesters thiaj li nkag tau college.

3.26 Yam dab tsi uas yuav tsum muaj los yog kawm kom tiav thiaj nkag tau University of California?

Cov tub kawm ntawv university thawj xyoo freshmen raug xaiv tawm los mus ntawm cov tub kawm ntawv tiav high school ib ntsab-yim (1/8). Kom teev npe nkag tau university mas cov tub kawm ntawv yuav tsum muaj ntaub ntawv kom txaus rau yam yuav kawm, xeem kom tau, thiab kom tau txais nyiaj scholarship pab xws li hais nyob hauv tsev kawm ntawv university phau ntawv "Undergraduate Application Packet," muab phau ntawv no tau dawb nyob ntawm txhua txhua lub tsev kawm ntawv university.

3.27 Puas muaj yam nyiaj txiag dab tsi pab kuv tus me nyuam kawm txuj ci nyob college?

Muaj ntau yam nyiaj txiag txawv txav pab cov tub kawm ntawv ua xav tau, xws li nyiaj thov kawm ntawv dawb grant (cov nyiaj uas tsi kom koj them rov qab), nyiam txais kawm ntawv yuav tsum them rov qab, thiab ua hauj lwm tsi puv sij hawm. Xav tau xwm ntxiv nug ntawm qhov chaw ua hauj lwm thov nyiaj pab cov tub kawm ntawv uas yog qhov chaw uas koj tus me nyuam nyiam yuav mus kawm. Cov tub kawm ntawv high school nug lawv tus counselor nyob hauv tsev kawm ntawv ntawm tau. Yuav thov nyiaj federal los yog state pab, muab daim foos, "Student Aid Application for California," tau nyob ntawm cov qhov chaw ua hauj lwm pab cov tub kawm ntawv thov nyiaj los nyob tawm California Student Aid Commission, 1401 Fifth St., Sacramento, CA 95814.

4.0 KEV KAWM TXUJ CI UA OB YAM LUS

4.1 Daim ntawv nug lus hais nyob tom tsev yog dab tsi?

Thaum tus me nyuam teev npe kawm ntawv nyob rau California cov nroog tsev kawm ntawv dawb, Daim Ntawv nug lus hais nyob tom tsev yuav tsum tau teb saib yam lus dab tsi uas tus tub kawm ntawv hais nyob tom tsev. Daim ntawv no yog ib daim ntawv qhia kom cov nroog tsev kawm ntawv paub nrhiav cov lus tub kawm ntawv hais ua census. Yog tias cov lus nug hauv qab no rau teb tsi yog lus Askiv lawm, tus me nyuam yuav raug hu tias ib tus me nyuam tsi paub lus Askiv zoo.

a. Yam lus dab tsi uas nej tus me nyuam tub/ntxhais xub hais tau ua ntej?

b. Yam lus dab tsi uas nej tus me nyuam tub/ntxhais niaj hnub siv hais nyob tom tsev?

c. Yam lus dab tsi uas nej niaj hnub siv nrog nej tus me nyuam tub/ntxhais sib tham?

d. Yam lus dab tsi uas cov neeg loj niaj hnub hais nyob tom tsev?

4.2 Tub kawm ntawv daim identification yog dab tsi?

Raws li Daim Ntawv nug lus hais nyob tom tsev yog ib tus me nyuam yam lus hais nyob tom tsev tsi yog Askiv lawm, tus me nyuam yuav tau xeem Askiv thiab hais lus Askiv saib nws paub zoo li cas. Cov kab nee muab raws cov ntaub ntawv uas ua tawm tuaj xeem ntawm. Twm ntawv thiab sau ntawv yog rau cov tub kawm ntawv kindergarten thiab qib ib thiab ob xaiv xeem. Yog tus me nyuam xeem tsis tau zoo yuav raug hu tias limited-English proficient (LEP) thiab yuav muab nws mus kawm rau txoj kab kev kawm ob yam lus ua ke. Yog tias tus me nyuam twg xeem tau kab nee Askiv zoo los yog nws paub lus Askiv zoo heev kawmm nws yuav raug hu ua tias fluent-English proficient (FEP) thiab yuav muab nws kawm Askiv nyob rau regular English program.

4.3 Kev kawm txuj ci ua ob yam lus yog dab tsi?

Kev kawm txuj ci ua ob yam lus yog qhia cov tub kawm ntawv paub lus Askiv tsi zoo limited-English proficiency (LEP). Nws pab cov tub kawm ntawv kawm ntawv Askiv ua lawv yam lus. Nyob rau hauv cov chav tsev qhia txuj ci ua ob yam lus, cov xib fwb muaj ntaub ntawv thiab khoom qhia ua lus Askiv thiab cov tub kawm ntawv yam lus hais tau xub thawj, yog tias muaj. Nyob rau txoj kev kawm txuj ci no mas thiaj pab tau tub kawm ntawv muaj tswv yim nrog lawv yam lus thaum kawm Askiv.

4.4 Cov thawj coj qhia txuj ci ua ob yam lus yog tus twg?

Xib fwb yog ib cov thawj coj qhia txuj ci ob yam lus. Thaum tus xib fwb qhia txuj ci ua ob yam lus hais tsi tau tub kawm ntawv yam lus xub thawj lawm, tus pab xib fwb uas hais tau tub kawm ntawv yam lus yuav pab tub kawm ntawv txhais qhia ua nws yam lus. Nroog tsev kawm ntawv ciav cov neeg pab xib fwb xws li tus kom to taub, hais, twm thiab sau tau ntawv Askiv thiab

tub kawm ntawv yam lus hais. Tus pab xib fwb no yuav tsum paub txog tub kawm ntawv txoj kev coj noj coj ua thiab qhia kom tub kawm ntawv to taub nyob hauv chav tsev kawm txuj ci ua ob yam lus.

4.5 Thaum twg thiaj muaj txoj kev kawm txuj ci ua ob yam lus nyob rau elementary?

Thaum uas lub tsev kawm ntawv hauv nroog tsev kawm ntawv muaj kaum tus tub kawm ntawv hais ib yam lus paub lus Askiv tsis zoo los ntau tshaj kaum tus lawm. Nroog tsev kawm ntawv yuav tsum muaj ib txoj kev kawm txuj ci ua ob yam lus qhib chav tsev rau kawm.

4.6 Txoj kev kawm txuj ci ua ob yam lus muaj dab tsi?

- Kev kawm txuj ci ua ob yam lus: Kev kawm txuj ci ua ob yam lus yog ib txoj kev qhia rau kom cov me nyuam tau txais kev kawm ntawv Askis zoo nrog lawv yam lus hais. Lub nriab hais txog txoj kam qhia no mas yog pab qhia kom cov tub kawm ntawv LEP kawm kom tau Askiv zoo thiab paub lawv cov yam kawm nyob hauv tsev kawm ntawv.

- Kev kawm txuj ci ua ob yam lus ob yam coj noj coj ua: Kev kawm txuj ci ua ob yam lus ob yam coj noj coj ua no yog ib txoj kev qhia rau kom cov me nyuam tau txais kev kawm ntawv Askiv zoo nrog lawv yam lus hais. Lub ntsiab hais txog txoj kam qhia no mas yog pab qhia kom cov tub kawm ntawv LEP kawm kom tau Askiv zoo thiab paub txais lawv cov lus hais ntxiv.

- Kev kho kawm txuj ci tshiab ua ob yam lus: Kev kho kawm txuj ci tshiab ua ob yam lus yog ib txoj kev qhia pab cov kev kawm uas tau hais los lawm saum no xws li pab tawm ib lub tswv yim tshiab kom kawm tau, xws li kawm ua ib pab, los yog nrhiav cov sij hawm los mus qhia kom zoo rau cov tub kawm ntawv LEP.

4.7 Yuav ua li cas yog tias tsev kawm ntawv elementary muaj tub kawm ntawv LEP tsawg dua kaum tus lawm?

Cov tub kawm ntawv yuav tau kawm raws txoj kev qhia ib leeg (ILP). Txoj kev kawm no yuav pab qhia kom tub kawm ntawv LEP paub lus Askiv thiab muaj sij hawm kawm lwm yam kom tau raws li tub kawm ntawv kawm.

- Txoj kev kawm txuj ci ib leeg nyob elementary: Txoj kev kawm txuj ci ib leeg nyob elementary yog ib txoj kev kawm tsawg rau cov tub kawm ntawv LEP uas tsi zoo li cov kev kawm txuj ci ua ob yam lus, kev kawm ob yam lus ob yam coj noj coj ua, los yog lwm yam kev kawm txuj ci. Nws yog ib txoj kev kawm rau cov tub kawm ntawv LEP tau txhais kawm kom paub lus Askiv thiab paub ua lwm yam kawm nyob hauv tsev kawm ntawv raws txoj kev qhia.

4.8 Thaum twg thiaj muaj txoj kev kawm txuj ci ua ob yam lus nyob rau secondary level?

Tsis muaj chav tsev qhia composition raws txoj kev kawm lus secondary. Txawm li cas los xij cov xib fwb qhia yuav tsum yog cov uas hais tau ob yam lus paub ob yam kev coj noj coj ua, yog tias nriav tsi tau cov xib fwb no

los qhia, cov thawj txawj pab qhia lus thiabcov neeg pab xib fwb uas hais tau ob yam lus paub ob yam kev coj noj coj ua yuav pab qhia. Muaj ob txoj kev kawm txuj ci ua ob yam lus nyob rau secondary level:

- Txoj kev kawm lus nyob rau secondary: Xav kom cov tub kawm ntawv secondary LEP tau txais ib txoj kev kawm txuj ci ua ob yam lus xws li muaj ib cov xib fwb pab thiab ib cov neeg pab xib fwb uas hais tau ob yam lus paub ob yam kev coj noj coj ua. Txoj kev qhia txuj ci ua ob yam lus no yuav pab cov tub kawm ntawv kawm kom tau lus Askiv thiab kawm kom tau raws li cov tub kawm ntawv siv lawv cov lus los txhais kawm cov courses uas yuav tsum kawm thiaj paub tiav.

- Txoj kev kawm txuj ci ib leeg nyob rau secondary level: Txoj kev kawm txuj ci ib leeg nyob rau secondary level yog ib txoj kev qhia tsi loj rau cov tub kawm ntawv secondary level LEP uas tsi tau txais txoj kev kawm txuj ci ua ob yam lus. Nws yog txoj kev cai qhia txuj ci rau tej tus tub kawm ntawv secondary level LEP tau txais sij hawm zoo kawm lus Askiv thiab paub siv tub kawm ntawv yam lus txhais kawm cov yam kawm kom tau raws li txoj kev qhia.

4.9 Yuav ntev npaum li cas ib tug tub kawm ntawv LEP thiaj kawm tiav txoj kev kawm txuj ci ua ob yam lus?

Txhua txhua tus tub kawm ntawv LEP yuav tau xeem English proficiency txhua txhua xyoo raws cov ntaub ntawv xeem uas nroog tsev kawm ntawv xaiv tawm los mus xeem. Thaum twg uas cov tub kawm ntawv LEP xeem tau FEP (paub lus Askiv zoo lawm) rau nroog tsev kawm ntawv cov ntaub ntawv xeem lawm, tus tub kawm ntawv ntawm muaj siv mus kawm tau txhua txhua txoj kev kawm lus Askiv.

4.10 Puas yuav hais qhia mus rau cov niam txiv paub ua ntej uas tus me nyuam yuav kawm txoj kev kawm txuj ci ua ob yam lus?

Qhia. Ua ntej uas ib tug me nyuam yuav raug kawm txoj kev kawm txuj ci ua ob yam lus, yuav hais mus qhia rau tus me nyuam niam txiv raws li hauv qab no:

- Txoj kev kawm txuj ci qhia mus li cas
- Lwm txoj kev kawm txuj ci uas cov niam txiv xaiv tau rau tub kawm ntawv
- Cov niam txiv muaj xiv mus saib tau txoj kev kawm txuj ci
- Cov niam txiv muaj xiv rho lawv tus me nyuam tawm ntawm txoj kev kawm txuj ci
- Cov niam txiv muaj xiv mus ntsib nrog tsev kawm ntawv thiab nroog tsev kawm ntawv cov thawj tswj txoj kev kawm txuj ci ua ob yam lus

4.11 Yuav ua li cas yog tias niam txiv tsi pub tus me nyuam mus kawm txoj kev kawm txuj ci ua ob yam lus?

Yog tias tus tub kawm ntawv niam txiv xav rho tus tub kawm ntawv tawm ntawm txoj kev kawm txuj ci ua ob yam lus (nyob rau elementary thiab secondary) lawm, tsev kawm ntawv yuav tsum pab tus me nyuam mus kawm txoj kev kawm txuj ci ib leeg (ILP).

4.12 Niam txiv puas thov tau lawv tus me nyuam tawm ntawm txoj kev kawm txuj ci ib leeg?

Tau. Cov niam txiv muaj xiv thov rho lawv tus me nyuam tawm ntawm txoj kev kawm txuj ci ib leeg (nyob rau elementary thiab secondary). Nyob rau txoj kam thov rho, nroog tsev kawm ntawv yuav nrhiav xyuas saib cov niam txiv puas tau paub txoj kev kawm txuj ci ib leeg ua ntej, xws li txoj kev qhia mus li cas, yam kawm yog li cas, thiab puas muaj tsev kawm ntawv cov thawj coj hais qhia kom mus kawm rau txoj kev kawm txuj ci ntawm. Cov niam txiv thiab cov thawj coj tsev kawm ntawv yuav tau sau npe rau daim ntawv thov rho tub kawm ntawv tawm. Daim copy uas tub kawm ntawv thov tawm ntawm txoj kev kawm txuj ci ib leeg yuav khaws cia rau hauv tsev kawm ntawv.

4.13 Cov thawj tswj txoj kev kawm txuj ci ua ob yam lus yog li cas?

Txhua txhua lub nroog tsev kawm ntawv uas muaj tub kawm ntawv LEP tshaj tsib caug tus lawm qhib tau ib cov thawj tswj nroog tsev kawm ntawv pab txoj kev kawm txuj ci ua ob yam lus. Nyob rau lub sij hawm no, txhua lub tsev kawm ntawv uas muaj tub kawm ntawv tshaj nees nkaum tus lawm qhib tau ib cov thawj tswj tsev kawm ntawv pab txoj kev kawm txuj ci ua ob yam lus. Cov niam txiv uas tsi ua hauj lwm rau nroog tsev kawm ntawv muaj xiv nkag tuaj pab cov thawj tswj tsev kawm ntawv pab txoj kev kawm ua ob yam lus no tau thiab yuav tsum yog cov thawj tsev kawm ntawv coob tus pom zoo nrog.

4.14 Cov thawj tswj txoj kev kawm txuj ci ua ob yam lus lav ua hauj lwm yam dab tsi?

Cov thawj tswj yuav pab sab laj txog txoj kam tawm tswv yim ua ntaub ntawv qhia thiab cov chaw tsev kawm ntawv uas yuav qhib qhia. Cov thawj tswj yuav pab sab laj nrog txhua txhua lub nroog tsev kawm ntawv txoj kev qhia txuj ci ua ob yam lus nyob rau kev kawm ntawv txhua txhua xyoo. Tsi tag li no no xwb, cov thawj tswj tseem yog cov yuav lav cov hauj lwm hauv qab no thiab:

- Pab sab laj nrog tsev kawm ntawv txoj kev kawm txuj ci ua ob yam lus, yuav qhia mus li cas, thiab lwm yam ntxiv.
- Pab xib fwb thiab tus pab xib fwb kom muaj tswv yim paub qhia.
- Pab txoj kam uas cov thawj coj tsev kawm ntawv lig ua txhua txhua xyoo thiab nrog lawv saib lawv ua tau dab tsi.
- Tshawb xyuas saib puas pom zoo nrog cov ntaub ntawv uas sau qhia cov niam txiv xws li tub kawm ntawv LEP los yog FEP, thiab cov tub kawm ntawv uas kawm Askiv nkaus xwb.
- Tshawb xyuas saib puas pom zoo nrog nroog tsev kawm ntawv rau cov tub kawm ntawv txoj kev kawm, txiav txim, xeem ntawv, thiab lwm yam ntxiv.
- Sau npe tawm tsi pub nkag txoj kev kawm txuj ci ua ob yam lus.

5.0 LWM TXOJ KEV KAWM TXUJ CI THIAB SIB PAB

5.1 Advanced Placement Program yog dab tsi?

Advanced Placement Program yog ib txoj kev kawm ntawv tau zoo raws siab nyiam uas muaj coob tus neeg hluas tau kawm tiav college-level thaum lawv tseem nyob hauv tsev kawm ntawv secondary. Cov tub kawm ntawv uas keej thiab nyiam yuav npaj sij hawm kawm mus raws college-level thiaj xeem kom tau advanced placement examinations.

5.2 Txoj kev xaiv kawm lwm yam txuj ci yog dab tsi?

Txoj kev xaiv kawm lwm yam txuj ci yog qhia rau cov niam txiv, tub kawm ntawv thiab xib fwb thov xaiv tau. Cov thawj cov tsev kawm ntawv ua tsi tau raws li thov, tab sis muaj coob tus yuav pab raws li cov lus xav tau txawv txav. Xws li tej cov thawj nroog tsev kawm ntawv muaj tsev kawm ntawv rau cov tub kawm ntawv xaiv kawm ua lawv cov lus los yog tus xib fwb qhia hais tau me nyuam yam lus. Cov niam txiv thiab tub kawm ntawv nug tau txoj kam xaiv kawm ntawv no. Lawv nug cov kev kawm txuj ci uas tsis muaj qhia los tau tib yam.

5.3 Txoj kev kawm txuj ci ntxiv yog dab tsi?

Txoj kev kawm txuj ci ntxiv yog pab cov tub kawm ntawv high school uas muaj hnub nyoog kaum rau los yog kaum xya xyoo muaj sij hawm kawm ntawv part-time. Cov tsev kawm ntawv high school thiab cov chav tsev kawm txoj kev kawm txuj ci ntxiv pab qhia cov tub kawm ntawv uas kawm tsi tiav nyob California. Txoj kam no mas yog xav pab kom cov tub kawm ntawv tau txais ib txoj kev kawm kom puv thiaj li pub kawm tiav los yog (graduation) nyob rau lub tsev kawm ntawv me.

5.4 Tus twg thiaj kawm tau txoj kev kawm txuj ci ntxiv?

Cov tub kawm ntawv uas xav kawm high school part-time xws li lawv ua hauj lawm part-time los yog full time, lawv tseem kawm tej yam ua hauj lwm los yog lwm txoj kev kawm txuj ci, los yog xav kawm hnub luv los yog lim tiam luv rau qhov ib ce khiav tsi zoo, kev nyob kev noj kev haus, los yog tsi muaj nyiaj txiag.

5.5 Txoj kev kawm txuj ci ua hauj lwm yog dab tsi?

Txoj kev kawm txuj ci ua hauj lwm yog kawm kom tau ib txoj hauj lwm ua los yog lwm yam kawm ua hauj lwm. Nws yog ib txoj kev kawm uas cov nroog tsev kawm ntawv thiab cov qhov chaw kawm ua hauj lwm tawm tuaj pab txhua txhua tus tub kawm ntawv nyob hauv cov tsev kawm ntawv dawb California. Tej zaum cov tub kawm ntawv yuav tau txais hauj lwm part-time yog tias lawv xav tau nyiaj thaum kawm thiab ua hauj lwm ua ke mus kom lawv kawm tiav tau ua hauj lwm full-time.

5.6 Yog li cas thiaj xav kom muaj txoj kev kawm txuj ci ua hauj lwm?

Txoj kev kawm txuj ci ua hauj lwm yog xav pab kom txhua txhua tus neeg tau txais ib txoj kev kawm paub ua hauj lwm kom siab, thiab kom paub tseeb, thiab nws yog ib qhov zoo rau cov neeg nyiam, xav tau, thiab cov tub kawm ntawv xav tau txais kawm kom paub.

5.7 Tus twg thiaj li nkag kawm txoj kev kawm txuj ci ua hauj lwm tau?

Cov neeg nkag kawm tau mas yog cov tub kawm ntawv high school; cov neeg uas tau kawm tiav lwm yam txuj ci los yog tso txoj kev kawm txuj ci tseg, los yog tab tom xav npaj kawm yuav mus ua hauj lawm cov uas ua hauj lwm thiab xav kawm kom paub thiab txawj lwm yam hauj lwm ntxiv; cov uas lov npab lov ces thiab ib ce khiav tsi zoo, cov uas kawm tiav tsev kawm ntawv secondary.

5.8 Txoj kev kawm kom paub txuj ci ua hauj lwm yog dab tsi?

Txoj kev kawm kom paub txuj ci ua hauj lwm yog ib yam kawm uas cov thawj nroog tsev kawm ntawv high school los yog lwm cov qhov chaw kawm txuj ci nyob raws nroog ua. Cov ntaub ntawv xeem thiab qhia cov yam kawm txuj ci yog state yog tus ua. Muaj peb txoj kev kawm kom paub txuj ci ua hauj lwm nyob California xws li no:

- Txoj kev nrhiav kawm kom paub txuj ci ua hauj lwm: No yog ib txoj kev qhia txuj ci kom paub txuj ci ua hauj lwm thiab pab cov tub kawm ntawv xaiv kawm lawv yam hauj lwm uas lawv nyiam ua. Tub kawm ntawv muaj sij hawm xaiv cov yam kawm ua hauj lwm txawv txav tau. Tsi muaj qhia txuj ci kawm luam khoom tawm (productive skill).

- Txoj kev kawm kom paub txuj ci ua hauj lwm tag: No yog ib txoj kev qhia txuj ci kom paub ua hauj lwm thiab them nyiaj rau tub kawm ntawv uas pab ua hauj lwm thaum kawm xws li saib raws tub kawm ntawv meej mom thiab yeeb yam ua hauj lwm. Kam them nqe ua hauj lwm tsis yog yuav them rau qhov tub kawm ntawv txoj hauj lwm uas yuav ua lawm yav tom ntej.

- Txoj kev kawm kom tau txuj ci ua hauj lwm: No muaj chav tsev kawm kom ua hauj lwm tau thiab them nyiaj hauj lwm uas nws xav ua tom ntej raws nws siab nyiam siab xav tau.

5.9 Cov neeg loj txoj kev kawm txuj ci yog dab tsi?

Cov neeg loj txoj kev kawm txuj ci yog ib txoj kev qhia raws nroog raws cov koom haum uas xav txais kev kawm ntawv pab xws li, Askiv yog lus thib ob, thiab lwm yam kawm ntxiv uas cov neeg loj nyiam. Xav paub qhov chaw kawm, nug nej lub nroog tsev kawm ntawv high school los yog qhov chaw ua hauj lwm nroog tsev kawm ntawv.

5.10 Tus twg pab nyiaj rau cov neeg loj txoj kev kawm txuj ci?

California State Department of Education yog tus thov nyiaj txiag tuaj pab rau cov chaw qhia cov neeg loj txoj kev kawm txuj ci uas thov grant pab cov kawm qis dua qib yim thiab kawm lus Askiv yog lus thib ob.

5.11 Tus twg thiaj li kawm tau cov neeg loj txoj kev kawm txuj ci?

Cov paub ntawv tsi zoo thiab tub kawm ntawv uas hais tsi tau lus Askiv, muaj hnub nyoog dhau 16 xyoo lawm uas tsi kawm high school kawm tau cov neeg loj txoj kev kawm txuj ci no. Tsis tag li no, tseem txhuav ntau txoj kev kawm txuj ci pab cov hais lus Askiv zoo kom lawv muaj sij hawm kawm kom tiav thiaj tau txais high school los yog college diploma.

5.12 Txoj sij hawm kawm txuj ci yog dab tsi?

Cov chav tsev sij hawm kawm ntawv thiab txoj kev kawm sij hawm ib leeg yog txoj kev kawm pab cov tub kawm ntawv kom kawm tiav. Cov tub kawm ntawv yuav tau kawm rau chav tsev kawm ntawv part-time los yog kawm raws sij hawm hnub kawm luv.

5.13 Tus twg yog tus pab sij hawm kawm txuj ci?

Txoj kev kawm thiabkam khiav hauj lwm cov tsev kawm tau txais kam pab, nrhiav li lawv ntiag tug. Txoj kev kawm yuav txoj hmoo rau cov tub kom tau kawm txuj ci txuas ntxiv, ua kom daws tig peeb meem tau, thiab pab kom tub kawm tau tig los nrog cov kawm regular kawm sai npaum li sai tau.

5.14 Puas muaj txoj kam pab zov me nyuam rau kuv tus me nyuam nyob rau state txoj kev kawm txuj ci?

Tau. Koj tus me nyuam yuav tau cuv npe kawm nyob rau hauv state txoj kev pab zov (state-subsidized) qhia txuj ci rau me nyuam yaus uas pab khiav hauj lwm rau lub sij kawm ntawd los yog tsawg tshaj nees nkaum plaub teev tauj ib hnub tshab hauv cov tsev kawm ntawv luam thiab ntiav.

5.15 Kuv puas thov tau lav txoj kev kawm txuj ci zov me nyuam rau kuv tus me nyuam?

Tau. Yog tias koj ua hauj lwm los yog koj tab tom xyaum kawm hauj lwm, los yog tab tom nrhiav hauj lwm, los yog xiam oob khab thiab ntsib txoj kev yuav tau txais thiab ntsib txoj cai.

5.16 Muaj pes tsawg txoj kam lav zov me nyuam?

Muaj cuaj yam kev kawm li hais:

(1) Puas tsav yam
(2) Tsham mus (migrant)
(3) Hauv khaib (campus)
(4) Hnub nyoog kawm ntawv neeg laus thiab me nyuam txoj kev nthuav loj tshaj mus.
(5) Xaiv kam them nyiaj
(6) State tsev kawm ntawv rau me nyuam peb xyoo
(7) Ncu txheej (intergenerational)
(8) Kev kawm phij xej rau cov me nyuam xiam oob khab
(9) Tshawb thiab tshem los rau

5.17 Kuv mus teev kuv tus me nyuam npe tau nyob qhov twg?

Koj mus tau rau ntawm cov chaw koom haum ua hauj lwm luam thiab ntiav uas tau nyiaj coj los ua cov hauj lwm li hais nej xav tau. Cov koom haum no kuj yog tsev kawm ntawv tib si, community college, California State University thiab kev kawm hauv college thiab cov university hauv California, county superintendents of schools, county welfare departments, college thiab university ntiav, tsev kawm nurse ntiav, tsev tu neeg, thiab cov koom haum tsis ua luam.

5.18 Kuv tus me nyuam yuav kawm txoj txuj ci dab tsi?

Yog tias koj tus me nyuam rau hauv preschool ua ntej yuav mus rau kindergarten los yog qib ib thiab pab tus me nyuam tej hauj lwm uas li lub hnub nyoog kawm los yog cov khoom siv nrog kev kawm thiab kam dhia ua si sab nraum zoov.

5.19 Kuv tus me nyuam thiab kuv yuav tau txais tej yam dab tsi pab?

Cov kev pab nrog rau, tab sis tsis teev saib npaum cas, cov txuas hauv no:

(1) Puaj phais thiab tsim nyog rau yam puag ncig lub cev
(2) Lub hnub nyoog tsim nyog rau txoj kev dhia mus los
(3) Kev cai dab qhua, lus, thiab lwm yam lub ce yuav tau ua mus los
(4) Yam ncig lub tsev thiab lub zos rau tsev neeg
(5) Kev kawm rau cov neeg laus
(6) Lub txiaj yam zoo thiab tsim nthuav ntawm txoj kev kawm saib xyuas ze nej
(7) Tsis nyiam txoj kev kawm lus thiab kev cai dab qhuas uas cov neeg ua hauj lwm coj los cob ua rau tsev neeg thiab cov me nyuam
(8) Txhawb siv hauj lwm, xws li xav tau vaj tse kawm
(9) Siv hauj lwm rau meeg coob, xws li kam khiav hauj lwm hauv welfare pab
(10) Siv hauj lwm kam mob nkeeg xws li txo nqi los yog pub dawb rau kam tu mob nkeeg

5.20 Kam them nqe zov me nyuam yog li cas?

Tus nqe nyiaj txiag yuav tshaj rau niam txiv them mas yuav ntsuam xyuas raws li cov nyiaj tsev neeg tau los thiab yuav them taus.

5.21 Kev kawm ntawv ncig xyoo yog li cas?

Xyoo puag ncig tsev kawm ntawv txhua xyoo pib lub xya hli ntuj thiab kawg rau xyoo txuas ntxiv thaum lub rau hli ntuj. Cov tub kawm uas tuaj kawm raws li yuav tsum kawm ib puas xya caum tsib txog rau ib puas yim caum hnub raws li cai hauv tsev kawm ntawv. Txoj twg los xij, lawv muaj peb los yog plaub qhov vacations luv tshaj uas yuav nyob txij li peb txog rau lim tiam ib zaug twg, zoo dua qhov yuav kawm ntawv sib txuas zus cuaj lub hli es mam li muaj peb hli so rau thaum summer xwb.

5.22 Daim ntawv qhia hnub nyoog kawm yog li cas?

Daim ntawv qhia hnub nyoog puag ncig xyoo yog tsim los siv rau puag ncig xyoo kawm ntawv. Xws li piv txwv tias, nyob hauv plaub ncaug tsib thiab kaum tsib txoj kev yuav ua, cov tub kawm yuav kawm cuaj lub lim tiam, tso mam muaj peb lim tiam vacations. Tus piv txwv li hais no yuav muaj sib txuas plaub zaug hauv ib lub xyoo. Lwm yam piv txwv mas yog rau caum thiab nees nkaum txoj kam yuav ua thiab cuaj caum thiab peb caug ntawm txoj kam yauv ua.

5.23 Cov tub kawm ncig xyoo puas muaj kev kawm txuj ci sib xws li cov tub kawm ntawv tag xyoo kawm?

Muaj. Cov tub kawm xyoo puag hauv tsev kawm muaj lub caij nyoog xyaum kawm ib yam nkaus, kev xav tau ntawm cov kawm muaj npe los lawm, txaw ua hauj lwm, kev xyaum ua, thiab ua kis las raws li cov tub kawm feem coob muaj hnub hauv cov tsev kawm ntawv.

5.24 Yog li cas thiaj li tsi kawm ntawv ncig xyoo kom tag nrho ua ke?

Muaj ib hnub twg lawv yuav tau kawm puag ncig xyoo tag nrho. Txoj twg los xij, cov tsev kawm ntawv hauv California raws li luag txoj kev cai yeej pib kawm lub cuaj hlis thiab xaws rau lub rau hli , li no mas yuav nyuab rau qhov yuav rhuav tshem.

5.25 Puas muaj tias yuav tsum kawm ncig xyoo xwb thiaj tau?

Nyob rau tej lub tsev kawm phwj lawm mas yuav tau muaj lub tsev kawm puag ncig xyoo. Nyob rau cov tsev kawm phwj tsawg, cov niam txiv muaj kam xaiv rau me nyuam kawm cuaj hlis los yog puag ncig xyoo.

5.26 Cov tub kawm ntawv ncig xyoo kawm raws ib lub sij hawm zoo tib yam xwb puas yog?

Nyob hauv cov tsev kawm phwj tsis heev tag nrho cov tub kawm yuav tau nyob hauv ib puag ncig hauv chav. Tag nrho lawv yuav muaj kawm nyob hauv chav thiab tawm mus vacation ib lub caij nkaus. Nyob hauv cov tsev kawm phwj heev dhau cov tub kawm yuav tau faib ua plaub pawg. Muaj ib pawg yauv tsum tawm mus vacation thaum peb pawg tseem tab tom kawm. Cov pawg li hais yuav tsum tig mus vacation kom txhua txhua xws cov tub kawm thiaj tau txais txoj kev kawm sib npaug zos.

5.27 Kam kawm ncig xyoo puas muaj kawm ntxiv rau lub caij ntuj kub thiab?

Muaj. Tsev kawm puag ncig xyoo hauv lub caij summer, hu ua kev tshuam, qhib lub sij hawm muaj vacation luv tshaj ntawd. Cov tub kawm yuav muaj cov kev kawm zoo ib yam nkaus li thaum kawm hauv summer, tab sis lub caij sij hawm txawv xwb.

5.28 Kuv yuav paub tau ntau yam xwm ntxiv uas qhia txog kam kawm ntawv ncig xyoo nyob qhov twg?

Xub thawj, tiv tauj hauv chaw hais kam saib xyuas cov kev kawm puag ncig xyoo. Lwm qhov noog kom paub zoo mas yog noog tus xib fwb loj uas saib xyuas kev kawm puag ncig xyoo, thiab noog cov xib fwb, cov counselors.

5.29 Kuv tus me nyuam puas yuav nyiam kawm txoj txuj ci kawm ncig xyoo?

Nyiam. Feem coob tshaj ntawm tub kawm thiab niam txiv nyiam mus cuv npe kawm txoj kev kawm hauv xyoo kawm puag ncig hauv cov tsev kawm kawg. Yog tias nej cov me nyuam raug xa mus kawm los yog raug xaiv cia mus kawm hauv cov tsev kawm xyoo puag ncig, nej yuav tau ntsia saib lawv txoj kev kawm ntsu rau lawv zuj zus li cas.

5.30 Kawm ntawv caij ntuj kub yog li cas?

Kawm ntawv summer yog muaj rau lub caij rau hli, xya hli thiab yim hli. Hauv state pab rau txoj kev kawm thaum summer muaj raws li (1) cov tub kawm hauv qib xya mus txog rau qib kaum ob uas lawv xav kom pab kom lawv ntsib txuj ci kev kawm zoo npliag lias hauv chaw tswj fwm saib xyuas; (2) cov tub kawm loj (seniors) xav kom tau credit txaus rau thaum graduation; (3) cov tub kawm nrab (juniors) xav kom pab qhia qee yam ntxiv uas kawm dhau los tab sis paub tsis zoo ntawd kom xyoo txuas ntxiv tom ntej lawv kawm tau; (4) cov tub kawm uas cuv npe kawm hauv tsev kawm puag ncig xyoo thiab cov hauv special education programs. Ntxiv cov nyiaj txiag state muab rau hauv kam kawm summer yuav muaj rau cov tub kawm nyob hauv qhov tseem ceeb ntawd thaj tsam key kawm leb, science, social studies, language arts, lus txawv teb chaws, fine arts, thiab computer education.

5.31 Kam kawm ntawv caij ntuj kub pab tau cov tub kawm ntawv mus li cas?

Txoj kev kwm thaum summer yuav tso rau cov tub kawm ua ntej hauv tej yam txuj ci yuav kawm thiab nrhiav tus nqi kom muaj tsim rau cov kawm hauv qib yau elementary thiab cov qib nrab junior high school. Cov tub kawm yuav tau kawm tej yam ua lawv xav tau ntxiv rau txoj kam ua kom tiav thaum graduation.

5.32 Kuv yuav paub tau ib tus me nyuam kawm keej los yog ntse mus li cas?

Lus muaj peev xwm piav txhais ntawd tus me nyuam hauv lub xeev California yog cov me nyuam cuv npe kawm hauv public elementary los yog hauv secondary uas nws txawj piav tshawb yam khov kho uas yuav muab tau lav tham tias yog ua tau siab tshaj.

5.33 Txoj kam pab txhawb cov me nyuam kawm keej California Gifted and Talented Education (GATE) Program yog li cas?

Txij li 1961 txoj kev qhia kawm no tau raug cog tseg kom tawv qhwv zoo npaum li zoo tau ntawm kam muaj peev xwm hais nthuav qhia. Nws raug ua qhov coj kev rau haiv neeg nyob hauv txoj kev qhia kis nthuav kev txawj ntse thiab ua kom muaj peev xwm.

5.34 Yam kawm kom raws GATE muaj dab tsi?

a. Muaj peev xwm ntawm kev txawj ntse
b. Muaj peev xwm paub txog yam twg yam ntawd
c. Muaj peev xwm paub ua kom tiav
d. Muaj peev xwm txua tau los
e. Muaj peev xwm pom thiab ua tau
f. Muaj peev xwm ua tus coj tau

5.35 Yuav siv yam dab tsi thiaj twm tau tus me nyuam keej los yog ntse?

a. Tsev kawm, hauv chav kawm, thiab cov records ntawm cov me nyuam ib tug zus
b. Ntau tus nqi los ntawm credentialed school psychologist thiab tsom xam xam ntau nqi los ntawm tus neeg txawj (yuav tsum tau ib daim ntawv tso cai kom sim tus me nyuam los ntawm niam txiv ua ntej yuav xeem)
c. Xeem ua pawg los yog tug zus
d. Thom thiab lus noog (xib fwb, niam txiv, thiab lwm yam)
e. Me nyuam txua tawm los
f. Kam txiav txim los ntawm ib pawg muj

5.36 Nyob rau txoj kev kawm raws GATE yuav muaj qib kawm rau mus li cas?

GATE lub hauv paus chaw hauj lwm yuav tau ua tsij zus rau txoj kam nthuav thiab kawm puv ntawd kam lis hauj lwm rau cov tub ntxhais hluas kawm ntawv keej tag txhua qib tib si.

5.37 Cov nroog tsev kawm ntawv puas muaj qhia GATE tag nrho?

Tsis muaj. Txoj kev kawm rau cov neeg keej GATE yog ib qhov tso cai. Li cas los xij, lub tsev kawm ntawv plaub pua plaub caug peb uas muaj txoj kev kawm li hais hauv xyoo 1984 ntim tau tshaj 80 feem pua (80%) ntawm tag nrho cov public school enrollment.

5.38 Daim ntawv thov ua hauj lwm yog dab tsi?

Hauj lwm tso cai yog tej ntaub ntawv uas rau cov tub kawm hnub nyoog tsis txaus ua tau hauj lwm. Tsis muaj cov hnub nyoog tsis txwm los yog cov tsis tau txog kaum yim xyoo uas raug tso cai raws li tus tsuam kab es tawm cov tsis tau txog kaum yim xyoo uas raug tso cai raws li tus tsuam kab es tawm tsis kawm ntawv thiab ho tsis ua hauj lwm thiab txog li kaum hnub sib tuav zus thaum lub sij hawm teb chaws neeg tseem niaj hnub kawm ntawv. Qhov li hais no yuav tsis tsuam (apply) tus neeg hluas twg uas twb kawm tiav hauv high school.

5.39 Tug twg yog tus lav ua daim ntawv thov ua hauj lwm?

Chaw saib xyuas tsev kawm yog tus lav paub lees txais ua daim ntawv tso cai ua hauj lwm rau cov tub ntxhais hluas. Tsis muaj tus tub ntxhais hluas twg hnub nyoog tsis tau txog kaum yim xyoo uas raws li tus tsuam kab kom kawm ntawv, yuav muaj daim ntawv tsi ua hauj lwm los yog tias tsis ua hauj lwm thiab ho tsis kawm ntawv txog kaum hnub sib txuas zws lub sij hawm teb chaws neeg kawm ntawv. Qhov nov yauv tsis hais txog tus tub ntxhais hluas twg uas twb kawm tiav los hauv high school txwm plaub xyoos txij li qib yim tuaj mus los yog tus uas tau kawm sib npaug zos nyob tsev kawm ntiav los yog tus tau txais ib daim ntawv qhuas (awarded certificate) los ntawm state. Nyob rau tej seem mas cov tub ntxhais hluas hnub nyoog txij li kaum ob mus txog rau kaum yim xyoo thiaj tau txais daim ntawv tso cai ua hauj lwm li hais xwb. Tsev kawm ntawv uas tau kawm txwm plaub xyoos txij li qib yim rov saum mus, los yog tej tus uas tau txais txuj ci kev kawm sib npaug li hauv cov tsev kawm ntiav, los yog tau txais ib daim ntawv qhuas tias keej los ntawm state. Nyob rau qee yam txiaj ntsim hauj lwm tso cai yuav tau piv rau cov hluas txij kaum ob xyoo txog rau kaum yim xyoo.

5.40 Muaj xwm dab tsi nug nyob hauv daim ntawv ua hauj lwm?

Ib daim ntawv muaj nqis tso cai hauj lwm ntim:

- Lub npe, hnub nyoog, hnub yug, chaw nyob, thiab xov tooj ntawm tus hluas
- Qhov chaw thiab sij hawm ntawm hauj lwm part-time hauv kam saib xyuas kev kawm rau tus hluas, los yog daim ntawv tso tawm qhov ntawd los, thiab lub sij hawm hauj lwm full-time ntawm chaw saib xyuas cov hluas, yog tias daim ntawv tso cai piv rau sij hawm tsev kawm ntawv sab nraum.
- Sij hawm teev (hours) ntau tshaj tauj ib hnub los yog tauj ib lub lim tiam rau tus me nyuam ua hauj lwm sij hawm tsev kawm ntawv tseem kawm ntawd
- Tus hluas tus social security number
- Tus hluas xee npe thiab daim ntawv tso cai
- Hnub tag kas nauv ntawd daim ntawv tso cai

6.0 NIAM TXIV TXOJ KAM KOOM TES NROG TSEV KAWM NTAWV

6.1 Yog li cas kuv thiaj li yuav tsum pab kuv tus me nyuam txoj kev kawm ntawv?

Koj raws li yog niam yog txiv yuav tau nrog raus tes koj tus me nyuam txoj kev kawm tseem ceeb. Koj yog koj tus me nyuam thawj tus xib fwb tseem ceeb. Nyob rau puas tsav yam mas kom paub tus me nyuam zoo dua lwm tus tib si, thiab yuav tau piav qhia rau cov xib fwb kom to taub es lawv thiaj qhia tau nws zoo tshaj. Thaum twg koj nrog cov xib fwb tham, koj yuav tau hais rau lawv tias koj yuav pab hauj lwm nrog lawv hauv tej txuj ci kev kawm ntawm koj tus menyuam. Lawv pab tias lawv hu tau koj tuaj nrog lawv daws peeb meem ua muaj nyob tom tsev kawm los yog nyob hauv tsev es koj yuav sib pab txhawb koj tus me nyuam kom tau zoo.

6.2 Kuv yuav pab qhia kuv tus me nyuam txoj txuj ci kawm nyob tom tsev mus li cas?

Muaj kev ntau txoj yuav pab kom koj tus me nyuam ua tau zoo tom tsev kawm ntawv.

- Kom paub tseeb tias tus me nyuam puas tau pw txaus noj txaus ntawm txhua hnub.
- Pab koj tus me nyuam nthuav tus txuj ci ntsu zuj zus lawm tom tsev kawm ntawv thiab txhaub kom nws xyaum tej hauj lwm tom tsev kawm ntawv.
- Txhaub kom tus me nyuam rau siab ntso kawm thiab piav txog nws tej yam kev kawm tseem ceeb lawm tom ntej rau nws.
- Yuav tsum lees paub saib yam twg yuav raug qhia tom tsev kawm thiab tsim nyog yuav txhawb tom tsev pab.
- Nrog koj tus me nyuam lub tsev kawm sib tham kom cauj me ntsis. Hu xov tooj mus rau cov xib fwb thiab cov counselor es teem mus sib ntsib.
- Nyeem tej ntaub ntawv tshaj tawm, ntawv xov xwm, thiab tej ntawv xa tim tsev kawm ntawv los thiab xee es xa rov qab yog tias luag kom ua li ntawd.
- Nrhiav noog saib yaj twg muaj thiab siv tau hauj lwm rau tus me nyuam tim tsev kawm los yog hauv lub zos.
- Yuav tsum paub txog tus kev cai txuj ci kev kawm thiab tej tsuam kab yuav nias yus tus me nyuam.
- Yuav tsum pab tus me nyuam tus xib fwb tim tsev kawm ntawv.
- Nrhiav lub sij hawm kom zoo txuas txuas mus es tsis txhob dag ntsias rau cov me nyuam kom ua homework xwb.
- Pab cov me nyuam xyuas lawv tej homework thiab nrog lawv kuaj saib lawv ua puas tag.
- Nyeem qhia cov me nyuam yau.
- Coj nej cov me nyuam mus nug kawm hauv lub museum, vaj tsiaj, tej shows tej tiaj tsam sib txawv, thiab lwm yam.
- Pub sij hawm li cas li ntawd xwb rau cov me nyuam saib T.V. txhua hnub twg.

6.3 Puasmuaj tej txoj kev rau kuv tuaj mus ntxiv kuv tus me nyuam lub tsev kawm ntawv tau?

Raws li cov niam txiv uas muaj lub caij nyoog yuav koom nrog tej yam ua siv hloov mus los nyob tom nej tus me nyuam lub tsev kawm ntawv. Cov tsev kawm xav kom tau koom nrog cov niam txiv txoj kam tswj twm, xws li tsev kawm cov chav sib tham tsev kawm cov neeg tuav xam, hauv paus loj cov neeg tuav xam, cov neeg tuav xam hais ob yam lus, thiab koom haum sib pab tswj ntawm niam txiv thiab xib fwb.

Nej yuav thov tau tuaj rau:

- Pab rau hauv nej cov me nyuam chav kawm.
- Ua hauj lwm pab nyob hauv niam txiv chav uas siv rau cov niam txiv pab ua khoom siv (materials), games, thiab cov project uas xib fwb xav tau coj los siv hauv chav ghia.
- Ua hauj lwm pab rau hauv lub chaw cia ntawv (school library) los yog hauv cafeteria.
- Saib xyuas cov me nyuam sij hawm coj me nyuam mus ncig rau tom park, chaw cia ntawv hauv zos, hauv vaj tsiaj, thiab lwm yam.
- Saib xyuas lub tshav dhia ua li.
- Sib xyaum kev cai dab qhua, tej yam ua si kom tau so, xws li phua ntoo, chob xoob, yees duab, thiab ntxiv mus.
- Nrog lo ntawv rau ntawm daim phiaj.
- Pab hu xov tooj rau lwm tus niam txiv.
- Pab nyeem ntawv dab neeg rau tej me nyuam yau.
- Pab qhia tug zus.
- Pab cov me nyuam ua projects.
- Pab koom nrog kam nrhiav nyiaj txiag los txhawb yuav khoom siv los tau siv hauv tsev kawm ntawv.
- Tuaj koom nrog kam sib tham ntawm xib fwb niam txiv thiab qhib tsev xyuas "open house."
- Koom nrog kam sib ntsib ntawm hauv paus saib tsev kawm ntawv.

6.4 Raws li kuv yog niam txiv, kuv muaj txoj cai dab tsi?

Raws li ib tug niam txiv, koj muaj txoj cai yuav:

- Xaiv los yog tias tsis xaiv rau koj tus me nyuam mus kawm hauv public hauv tsev teev dab parochial, los yog hauv tsev kawm ntawv.
- Tau txais lus sib tham qhia txog yam yuav raug coj los qhia txoj kev qhia thiab yam khoom dab tsi yuav raug coj los siv, thiab yuav ua li cas thiaj paub nce qib ntxiv kom muaj nqis rau koj tus me nyuam lub tsev kawm ntawv.
- Tuaj xyuas koj tus me nyuam chav kawm uas hais rau tus xib fwb los yog tus xib fwb loj paub ua ntej tso. Tshawb nrog koj lub tsev kawm saib cov kev cai puas raug zoo.
- Thov kom muaj kev sib tham nrog tus xib fwb thiab tus xib fwb loj.

- Tshawb ntsuam xyuas cov khoom siv uas siv hauv chav kawm thiab ntsuam xyuas cov khoom uas muab nyiaj tom tseem fwv loj (federal money) yuav los cia qhia tej yam special program.
- Txais lus sib noog hais txog kev muaj peev xwm, tej koj tus me nyuam txawj ua dab tsi tiav los lawm.

---

[1] Tag nrho cov yam khoom sau ua dab tseg nov (tsis nav cov tom kawg) raug muab los ntawm tus Bruce Baron thiab et al., Hnub no koj kawm tau dab tsi? (New York: Warner Books, Inc., 1983, pp. 264-65). Siv nrog kam tso cai.

7.0 TXOJ KAM TSIM KHIAV TSEV KAWM NTAWV DAWB

7.1 Txoj kam tsim khiav tsev kawm ntawv dawb yog mus li cas?

Hauv California cov tsev kawm tseem fwv saib xyuas raug tswj fwm rau hauv qib me elementary school districts, raws li hais txog mas muaj txij kindergarten mus tshab rau qib rau los yog yim; koom saib xyuas tsev kawm yog txij li (kindergarten tshab rau qib kaum ob); thiab kam saib xyuas qib siab (high school districts) txij li (qib cuaj tshab rau qib kaum ob).

7.2 Cov chaw ua hauj lwm loj rau cov tsev kawm ntawv dawb yog mus li cas?

Cov koom haum loj tseem ceeb uas muaj neej nom hauv tsev kawm yog lub chaw tswj tsev kawm ntawv, lub loos kam saib xyuas kev kawm hauv county, koom haum hauv state, thiab koom haum hauv federal. Tag nrho cov koom haum li hais no yuav pab nrhiav txuj ci kev kawm los rau koj tus me nyuam tib si.

7.3 Twg saib xyuas cov tsev kawm ntawv nyob hauv nej lub nroog tsev kawm ntawv dawb?

Lub hauv paus saib tsev kawm ntawv raug tswj los ntawm tus tseem fwv saib xyuas txuj ci kev kawm ze nej cheeb tsam. Lub chaw saib xyuas yog tus lav paub lees txais rau txoj kam tsa muaj, tuav tswj, thiab lis hauj lwm rau tsev kawm ntawv hauv qab ntawm nws kev tswj fwm.

7.4 Txoj kam tsiv khiav tsev kawm ntawv elementary yog mus li cas?

Nyob hauv cov tsev kawm me elementary school tus xib fwb loj yog tus lav paub lees txais rau txoj kev kawm txhua hnub, thiab txhua tus xib fwb yog tus lav paub lees txais hauv ib chav twg. Yog thaum twg ib lub tsev kawm ntawv muaj txaus cov me nyuam paub lus Askiv tsis txaus uas hais ib yam lus, thaum ntawd yuav tau muaj ib tug xib fwb paub ob yam lus los qhia. Ntxiv rau ntawd, hauv tsev kawm ntawv yuav tau muaj xib fwb qhia nyeem hauv txoj kam nyeem ntawv, qhia zauv leb, qhia lus Askiv raws li lus thib ob; qhia neeg xyaum hais lus, muaj ib tug nurse, muaj xib fwb pab, muaj ib tug neeg tiv tauj mus los hauv lub zos, tus tuav txoj kev kawm ob yam lus, thiab cov xib fwb tshawb nrhiav.

7.5 Txoj kam tsiv khiav tsev kawm ntawv high school yog mus li cas?

Nyob hauv tsev kawm qib siab high school, tus xib fwb loj yog tus lav paub lees txais tag nrho puas tsav yam hauv tsev kawm nrog rau tus lwm pab xib fwb loj uas nws yog tus lav paub lees txais rau thaj tsam tvg thaj ntawd, hauv kam tswj fwm saib xyuas lub tsev kawm. Cov tsev kawm qib loj (larger high school) muaj cov neeg zaum rooj saib kev ncaim ntawd txhua yam xws li (Askiv, zauv leb, science, kawm tes taw, thiab ntau yam ntxiv). Hais txog kev kawm hauv special program, zoo li txuj ci kev kawm ob yam, zoo li tus kev cai, yuav muaj tus thawj coj los yog tus pab khiav hauj lwm.

7.6 Cov nroog tsev kawm ntawv tau txais nyiaj pab mus li cas?

Ib txhia nyiaj txiag hauv tsev kawm ntawv tau los ntawm txoj kam txiav se vaj tse thiab lwm yam neeg muaj yuav tau tseg. Li cas los, nyiaj txiag feem ntau yog tau los ntawm state tax. Hauv lub California chaw ua tsuam kab txiav txim siab saib yuav siv npaum li cas nyiaj rau hauv tseem fwv cov tsev kawm ntawv. Muaj ib txhia nyiaj txiag raug ntxiv rau cov tsev kawm ntawv uas muaj cov tub kawm yuav tsum siv cov nyiaj ntawd (special needs). Feem ntau ntawm cov nyiaj tau hauv federal funds los mas raug siv rau cov tub kawm uas nyob hauv tsev neeg tau nyiaj tsawg, cov tub kawm uas hais ob yam lus, cov cuv npe kawm hauv tsev cov qhia xyaum ua hauj lwm, thiab cov tub kawm puas lub cev (handicapped students).

- Lub suab thiab koj lub tswv yim yog yam qhia hauv koj tus me nyuam chav. Koj yuav tsis tas hais thaum kawg los yog ua hauj lwm rau tsev kawm los yog tias tom hauv paus chaw tswj kev kawm ua kom paub txog pom tshab ntawm koj.
- Tso siab tias koj tus me nyuam yuav tsis rau mob thiab muaj kev txhawj xeeb nyob tim tsev kawm ntawv.
- Tso siab tias koj tus me nyuam yuav txaus siab thaum nyob tim tsev kawm ntawv.
- Yuav raug qhia ua ntej txog tus tsuam kab hauv tsev mus xyuas tsev kawm ntawv, attendance policies, kam hnav ris tsho, kev cai tuaj mus xyuas tsev kawm, thiab lwm yam ntxiv.
- Thov kam txiav txim siab ntawm tsev kawm ntawv uas tsuam rhuav tshem koj tus me nyuam txoj cai.
- Thov kom piav tus kam txiav txim siab hauv tsev kawm ntawv muab tus me nyuam mus kawm rau hauv special class rau tus me nyuam uas pom tias muaj peeb meem kev mloog lus.
- Thov txog kam txiav txim siab ntawm tsev kawm ntawv uas tau muab tus me nyuam khuam tseg los yog rho tawm hauv tsev kawm ntawv mus.
- Txais lus paub txog yam tests dab tsi yuav muab rau tus me nyuam twv xeem thiab tim li cas thiaj muab rau tus me nyuam twv li ntawd.
- Tau txais paub txog yam psychological test uas lub tsev kawm ntawv yuav koom nrog nej tus me nyuam. Nej daim ntawv tso cai yuav tau muaj ua ntej mam li muaj kam twv test li hais.
- Tau txais paub txog cov test scores, saib lawv ntaus nqi li cas, thiab saib lawv siv li cas.
- Koom nrog ua ib tug nyob hauv pawg niam txiv. Pawg no kuj yog tsuam kab tsa muaj los yog lawv tuaj yeem xwb.
- Mus koom nrog kam sib tham hauv cov board kom xyaum paub txog saib muaj dab tsi nyob hauv.
- Yuav tsum hnob yog thaum twg tsev kawm tus policies tsa tau los yog paub, xws li tias tsa muaj tsev kawm ntawv tus "kauv" (dress code) los yog pauv yam yuav tsum muaj (high school requirement) nyob hauv tsev kawm qib high school.
- Tshawb nrhiav hauv koj tus me nyuam cov ntaub ntawv khaws tseg.
- Noog txog tej yam nyob hauv koj tus me nyuam cov ntawv uas koj pom tias tsis raug lawm, coj tsis yog, los yog yuam cai tsoo tej yam yus ntiag tug, thiab tau txais lus teb kom txaus siab los ntawm tsev kawm ntawv.

- o Tso nej cov me nyuam puas ib ce (handicapped child) mus kawm rau tej yam kev qhia tsim nyog (an appropriate public school program) hauv tsev kawm ntawv sawv daws. Cov niam txiv yuav tsum sau ib daim ntawv pom zoo tso cai rau nws tus me nyuam puas ib ce thaum mus kawm.

7.7 Yog li cas thiaj yuav kom cov niam txiv to taub txoj kam tsim khiav cov tsev kawm ntawv dawb no?

Cov niam txiv uas to taub muaj peev xwm txiav txim siab pab tau lawv cov me nyuam txoj kev kawm ntawv. Yog li no cov niam txiv sawv daws yuav tsum to taub txog California txoj kev kawm ntawv thiaj yuav pab tau lawv cov me nyuam thiab lawv tib yam nkaus.

A Handbook on California Education for Language Minority Parents (English Version)

Prepared under the direction of the
Bilingual Education Office
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CHONG K. PARK, CHAIRMAN

Language Minority Parent Handbook Committee

Foreword

California's public schools offer a wealth of educational opportunities for all students. With this handbook you will be able to understand and gain access to the schools and, thus, take advantage of the full range of those opportunities.

Moreover, Californians from all walks of life are now engaged in a comprehensive school reform effort to revitalize our public schools and provide educators with the tools and resources they need to ensure excellence in all our schools. Statewide cooperative efforts are now under way to improve the school curriculum; attract top-flight teachers; recruit and train principals; improve tests and textbooks; and involve parents, business leaders, and the community in school reform.

The partnership between home and school is an important element in this effort. We will improve the quality of education for our children only to the extent that we are able to integrate the resources of home and school and capitalize on the strengths of each. Parents, teachers, and school administrators together share the responsibility of providing an excellent education for all students. The interest many of you parents have shown in having this handbook produced demonstrates the far-reaching commitment and desire you have to become involved in your children's education. That is encouraging, and I commend you for your wisdom and foresight.

Your involvement in education is one of the most important factors in student achievement. It is not hard to see why. Children readily take to school the lessons they learn at home. When their parents—their first and most important teachers—value learning and achievement, children do the same. Time and again, educational research has demonstrated the powerful and consistent influence of parental involvement on students' learning. In those instances when students benefit from good school programs and supportive parents, students' achievement is highest. The State Department of Education is committed to encouraging parental involvement in public education.

The cooperation of home and school is the key to excellent school programs and effective learning by students. I hope that this handbook fosters that effective partnership.

Bill Honig

Superintendent of Public Instruction

Preface

During the 1983-84 school year, more than 900,000 students in California were reported to be using a language other than English as their primary home language. And of that number, approximately 487,000 were identified as limited-English proficient (LEP). This publication, *A Handbook on California Education for Language Minority Parents*, was developed to help new immigrant parents of the LEP students make the best use of the educational opportunities that California public schools provide.

What is especially important for LEP students is to have parents in their home environment who know the California education system and opportunities. As prime educators parents are very knowledgeable as to the needs of their children but are often left out simply because they are not familiar with their new educational environment. With the information provided in this handbook, parents should be able to assist their children with schooling in a more effective way.

Included in the handbook is information on student enrollment, public school programs and curriculum, graduation requirements, bilingual education, parental involvement, transportation, year-round education, child development, and so on, which will be helpful for parents to provide immediate assistance for their children. It also provides information about a variety of programs, such as alternative education, vocational education, continuation education, work experience education, and adult education, which may be helpful not only for LEP students but also for parents who seek further educational opportunities in California. We in the Department are pleased to be involved in the development of this handbook. We believe that this handbook will make an important contribution indirectly to the improvement of educational services for language minority students by educating their parents.

JAMES R. SMITH
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Introduction

A Handbook on California Education for Language Minority Parents is designed to assist parents of language minority students who are residing in California. This handbook is part of the technical assistance effort of the State Department of Education to clarify the operations of California schools to language minority parents so that they might better support the education of their children. Parents should be the prime educators and must be knowledgeable as to the needs of their children.

The handbook provides basic information on the educational system and enrollment procedures particularly relevant for students who are enrolled in kindergarten through grade twelve. It also explains the kinds of tests used in California, such as the California Assessment Program tests and the high school proficiency tests. The handbook also includes a section on bilingual education and other services to language minority students who are of limited-English proficiency. As most parents of language minority students did not attend schools in the United States, other types of programs, such as vocational education, adult education, and continuation education, are described so that parents can better understand schooling in the United States. Another section describes parental involvement to overcome the fact that in many countries parents have never experienced close involvement with teachers and administrators.

The handbook does not provide comprehensive information because each program may be operated in different ways in each school or district. Parents should contact classroom teachers, school counselors, principals, or other local educational agency personnel for more detailed information if necessary.

1.0 Enrollment and Attendance; General Information; Transportation

1.1 When should my child enroll in school?

Your child must be enrolled in the first grade after he or she reaches the age of six. Children five years and nine months old before September may be enrolled when school begins in September. Immigrant children of school age should be enrolled in school as soon as they arrive in the United States. Except in year-round schools, which begin in July, children are enrolled in school in the first days of September. The usual school year is from September to June.

1.2 Will my child be able to attend a neighborhood school?

As a rule, yes. But some school districts, to avoid overcrowding or achieve racial balance or provide specialized education away from your neighborhood, may transport children to schools away from your neighborhood. If your district buses students, you may ask that your children remain at your neighborhood school.

1.3 How is my child's grade level determined?

Grade level is determined primarily on the basis of age and school experience. Children who are at least four years and nine months old in September may be enrolled in kindergarten. Children who are already six are enrolled in the first grade, and children older than six are placed by the principal at an appropriate level from grade one through grade twelve.

1.4 Do American schools accept course credits earned in foreign countries?

For children of elementary school age, records of previous schoolwork will help the school provide the best program for your child. As for high school students, credits for previous schoolwork are evaluated before placement.

1.5 How is the noon meal provided for students?

Children can bring a lunch from home, or they can purchase one at school. Most schools have a cafeteria where nutritious, well-balanced meals are available for a minimal charge. Parents with limited finances may ask school officials if they qualify for a free or reduced-price lunch. Schools in California are required by law to provide a nutritionally adequate meal to every needy child in every public school each school day. Some schools provide a breakfast for a minimal fee or at no charge if the family is eligible for the low-income category.

1.6 How much will I have to pay for my child's schooling?

Admission to American public schools is free, and books are lent to students at no charge. Uniforms are not required. For some classes, however, particularly in high school, you may have to pay small fees for personal supplies. Parents are expected to pay for the child's lunch.

1.7 What do I do when my child is absent from school?

You should telephone the school, letting the school know why your child is not in school. On the day your child is able to attend school, you should give the child a signed note. On the note you should give the date or dates of absence and the reason for the absence.

1.8 Will my child ride a school bus from home to school and back?

Not all districts offer school bus transportation. Of those districts that do, only those children qualify whose homes are beyond reasonable walking distances from schools. You should ask at your child's school about availability of transportation, locations of bus stops, pickup and drop-off times, and any special orientation meetings for parents and younger students to make the first day of school easier.

1.9 What happens if my child misses the bus?

It is important for you to have a plan to protect your child and to get the child to school by other means. You should talk with your child to ensure that he or she know what to do and where to go in case the bus is missed.

1.10 If my child qualifies for special education and cannot ride the regular school bus, what can be done?

If your child qualifies for special education, the individual education plan for your child will tell what type of transportation for which your child will be eligible. You can ask the staff at the school for more information.

1.11 What can I do to protect my child while he or she is riding on the school bus?

Your child should know the rules for riding on the bus. If your child has difficulty understanding the driver, you should help your child to understand the rules and obey them. School bus drivers try hard to

make the ride to and from school safe for children, but they need your help and cooperation from your child.

1.12 May school districts charge a fee for transportation on a school bus between home and school?

Yes, a fee may be charged. You should ask at your child's school whether a fee is charged in your school district. No fee may be charged for transporting a handicapped child or a child whose parents or guardians have a low income. The school district decides who qualifies for free transportation.

2.0 Basic School Program; Curriculum

2.1 What is a minimum day?

A minimum day is a shortened school day. Students are allowed to go home earlier than they would on a regular school day. The rest of the day is used by the school staff for meetings and other school business. You will be notified in writing well in advance when a minimum day is planned and when your child will be dismissed.

2.2 What subjects are taught in elementary grades (K—6)?

The basic subjects taught in elementary (K—6) grades are language arts (including listening, speaking, reading, and writing), mathematics, social science, science, and physical education. Other subjects may be music and art. Some schools teach reading and other subjects in two languages.

2.3 What subjects are taught at the high school level?

Offerings vary. You will need to contact the district in which your child is enrolled to find out what subjects are offered. A sample of classes might include algebra, English, typing, world history, biology, physical education, foreign language, the arts, home economics, industrial arts, and vocational education. Some of these courses are required, and some are available to accommodate students' interests. You should check with your local school for details.

2.4 What high school requirements will my children have to meet?

Starting with the 1986-87 school year, all pupils who receive a high school diploma must complete, while in grades nine through twelve, the following courses:

1. At least the following numbers of courses in the subjects specified, each course having a duration of one year:
   a. Three courses in English
   b. Two courses in mathematics
   c. Two courses in science, including biological and physical sciences
   d. Three courses in social science, including United States history and geography; world history, culture, and geography; and American government, civics, and economics
   e. One course in fine arts or foreign language
   f. Two courses in physical education unless the pupil has been exempted, pursuant to legal provisions
2. Such other coursework as the governing board of the school district may by rule specify

The important thing to remember is that by the start of the 1986-87 school year, your child should plan to complete all of the required courses. For further information, check with your school district.

2.5 What is independent study?

Independent study makes it possible for a student (in kindergarten through twelfth grade) to have a program of studies that is considered equal to classroom study but is located somewhere away from the usual school classroom. Independent study may permit schooling at home or in any other location that may provide suitable opportunities for learning. School districts have the right to make their own rules for independent study.

2.6 What other programs may operate in my child's school?

The federal and state governments have established programs for students who have special needs. Your child may need special help or assistance, for example, in learning English. However, not all districts have special programs.

3.0 Grades; Promotions; Testing

3.1 What does an elementary student's report card include?

Some districts prepare report cards by using letters such as *A, B, C, D, F,* and *I,* while other districts use the letters *E, G, S, N,* and *U* or *S, U,* and *N.* Although there are differences, the general content or idea is similar. Elementary report cards usually list the following subjects:

- Language arts (listening, speaking, reading and writing, grammar, and spelling)
- Mathematics
- Social science
- Natural science
- Health education
- Music
- Arts

The report card may also contain the attendance record of the student, a citizenship grade, and a place for comments by the teacher and the parent. The report card symbols are usually explained on the report card itself.

3.2 What does a high school student's report card include?

It usually consists of the title of each course, the name of the student and teacher, achievement grades for courses taken, a grade for citizenship, a place for the comments of teachers and parents, and the attendance record of the student.

3.3 What do the report card symbols mean?

Almost all schools use one of the three following systems:

A = Excellent
B = Good
C = Satisfactory
D = Needs improvement
F = Failure
I = Incomplete

E = Excellent
G = Good
S = Satisfactory
N = Needs improvement
U = Unsatisfactory

S = Satisfactory
U = Unsatisfactory
N = Needs improvement

3.4 What is a citizenship grade?

It is equivalent to a behavior grade and is based on the way a teacher sees a student in terms of his or her politeness, responsibility, obedience, fair play, and sociability.

3.5 What is a work habit grade?

A work habit grade indicates how a teacher rates your child's inventiveness, accuracy, promptness in completing the work assigned, and neatness.

3.6 What should I do when I receive my child's report card?

You should review the teacher's comments and the grades. You should sign and return the report card to school with your child. Sometimes the teacher may ask you to meet with him or her to discuss the progress of your child. You may wish to include your own comments on the report card.

3.7 How often are report cards issued?

Four times a year.

3.8 What are the requirements for promotion to the next grade?

On the basis of the progress made by the students, elementary school teachers decide whether the student will go to the next grade or remain in the same grade. If the student is to stay in the same grade, parents will be consulted. In the case of high school, course credits completed and the standardized test scores are factors reviewed for grade promotion. If you have any questions regarding grade promotion, call your local school and ask for the policy on school promotion.

3.9 What procedures are involved in grade retention?

The school expects every student to be promoted to the next grade. If a student has learning difficulties, the teacher will help. If the student does not learn enough to be able to succeed in the next grade level, it might be necessary to retain the student for another semester. The school will consult with the parent or guardian to determine what is best for the student.

3.10 What does the pupil proficiency law require?

It requires that students in California public schools be tested at least once in grades four through six and once in grades ten and eleven on locally developed standards in reading comprehension, writing, and computation.

3.11 What effect does the pupil proficiency law have on your child's graduating from high school?

To receive a high school diploma, your child has to complete the local high school course of study and successfully pass the district's proficiency test.

3.12 What is the high school proficiency test?

Each school district must have established standards of proficiency for its high school graduates. These standards must cover at least the areas of reading, writing, and mathematics. Each district must also have developed a test to assess a student's attainment of those standards.

3.13 Who must take the proficiency test?

All high school students must pass the proficiency test to graduate.

3.14 How many opportunities will a student have to take the proficiency test?

Every school district has its own testing schedule. But all districts are required to allow students who fail the test to retake it as many times as the district's testing schedule allows.

3.15 May a student with limited-English proficiency take the proficiency test in a language other than English?

Students must use English only in the proficiency test. The school may allow students to use their native language during the testing period, but English must be used in the final test.

3.16 Must schools provide special services for limited-English-proficient (LEP) students to help them pass the proficiency test?

Schools must provide bilingual education services for LEP students to prepare them for the proficiency test.

3.17 Will the parents be notified if a student fails the proficiency test?

If a student fails the proficiency test, the school is required to notify the parents in writing and invite them for a meeting to discuss what the district and the parents can do to help the student pass the proficiency test.

3.18 If a student completes all required courses but fails the proficiency test, what can be done?

If a student fails the proficiency test but completes all required courses, he or she may continue to take the proficiency test until it is passed. Many school districts set up remedial classes to help students who have failed the proficiency test.

3.19 If my child does not complete the required courses or does not pass the proficiency test, are there other ways to obtain a high school diploma or equivalent?

Students ineligible for graduation because they have not completed the required courses may continue to take courses until they meet the requirements. Any student over sixteen years of age may take the *California High School Proficiency Examination*, which is given three times a year in more than 100 locations in California. (Testing times and locations are posted at every high school and public library.) Those who have passed the *High School Proficiency Examination* receive certificates that are equivalent to high school diplomas. Any person over eighteen years of age who did not graduate from high school and is not enrolled at a high school may take the *General Educational Development Test* to obtain the equivalent of a diploma. The *GED Test* is given in 250 testing centers in California throughout the year.

3.20 What is the California Assessment Program (CAP)?

The California Assessment Program (CAP) annually assesses student achievement in every public elementary school and high school in California. It requires 30 minutes of time once a year for every third, sixth, eighth, and twelfth grader. Only CAP uses the same test in all schools and provides uniform information statewide on achievement in California elementary schools and high schools in reading, language, and mathematics.

3.21 What information does CAP provide for each school?

The California Assessment Program provides the following information:

- Overall school-level scores in reading, language, and mathematics
- Detailed information about strengths and weaknesses in the basic skills program
- Comparable information over several years to identify trends in scores
- Comparison of your school to similar schools and to all other schools in California
- Information about student attitudes towards reading, writing, and mathematics
- Information about the performance of different groups of students; for example, girls versus boys and new students versus those who have been in the school for several years
- Periodic information about other factors related to school performance, such as television watching, homework, and recreational reading

3.22 Where can you find CAP reports?

Each school and school district office should have a report for its third, sixth, eighth, and twelfth grades.

3.23 When do the latest test results become available?

Results from the previous school year are available each November at your local school or school district

office. They are presented annually to your local school board and to the State Board of Education.

3.24 May my child enter a community college without a high school diploma?

Yes. Anyone who has a high school diploma or equivalent or who is over the age of eighteen and can benefit from instruction is eligible for admission to a California community college. Students seeking admission should consult the admission office of their local community college.

3.25 What admission requirements does The California State University have?

State university students are selected from among the top one-third of high school graduates. For admission they must normally have a grade point average of 2.0 or better in all coursework except physical education and military science. Students with grade point averages between 2.0 and 3.2 may be admitted if they score high enough on either the *Scholastic Aptitude Test* or *American College Test*. Beginning in fall 1984, first-time freshmen will have to complete eight semesters of college preparatory English and four semesters of college preparatory mathematics to be eligible for admission.

3.26 What admission requirements does the University of California have?

University of California freshmen are selected from among the top one-eighth of California high school graduates. To be elibible for admission, students must meet the subject, examination, and scholarship requirements specified in the university's undergraduate application packet, available free of charge from any campus.

3.27 What financial aid is available for my child's college education?

Several types of aid are available to students with financial need, including grants (money you do not need to repay), loans, and part-time work. For information about financial assistance, contact the financial aid office at the institution your child is interested in attending. High school students should also contact their school counselor. To apply for federal or state assistance, obtain the form "Student Aid Application for California" from the institution or from the California Student Aid Commission, 1401 Fifth St., Sacramento, CA 95814.

4.0 Bilingual Education

4.1 What is the Home Language Survey?

When a child is enrolled in a California public school, the *Home Language Survey* should be distributed to determine the language(s) spoken at home by each student. School districts are required to distribute the survey forms so that a language census can be taken statewide. If any of the following questions is answered as other than English, the child is determined to be a non-English-speaking child:

a. What language did your son or daughter learn when he or she first began to talk?
b. What language does your son or daughter most frequently use at home?
c. What language do you use most frequently to speak to your son or daughter?
d. What language is most often spoken by the adults at home?

4.2 How does the school determine each child's language proficiency?

As a result of the *Home Language Survey*, if a child's home language is other than English, the child is tested for English comprehension and on a state-designated test of English oral language proficiency. Scoring must follow the publisher's norms. Reading and writing assessments are optional for students in kindergarten and grades one and two. If a child scores less than fluent on the assessments, the child is considered to be limited-English proficient (LEP) and must be placed in an appropriate bilingual program. However, if a child scores fluent and his or her English proficiency is comparable to that of the majority of pupils of the same grade or age whose primary language is English, the child is considered to be fluent-English proficient (FEP) and is put in a regular English-only program.

4.3 What is bilingual education?

Bilingual education is designed for students of limited-English proficiency (LEP). It helps these students learn English through their primary language. In the bilingual classroom the teacher provides instructions in both English and the children's first language, if necessary. In this way students can learn ideas in their first language while becoming skilled in English.

4.4 What should be the qualifications of staff members in a bilingual program?

Teachers should be bilingually credentialed. However, when a teacher in the bilingual program does not speak the primary language of the student, an instructional aide who is fluent in the dominant language of the student assists the child with the primary language. The district must ensure that each hired aide is able to understand, speak, read, and write English and the primary language of the student. The aide must be familiar with the cultural heritage of students of limited-English proficiency in the bilingual classes to which he or she is assigned.

4.5 When is a bilingual program provided at the elementary level?

Whenever a school of any school district has ten or more students of limited-English proficiency of the same primary language in the same grade level, the district must offer a bilingual program in a self-contained classroom.

4.6 What types of bilingual programs are available?

- *Basic bilingual education program:* Basic bilingual education is an organized program of instruction in which participating pupils receive instruction in and through English and the primary language of the LEP pupils. The principal goal of this option is to increase the English language proficiency and academic achievement of the LEP students.
- *Bilingual bicultural education:* Bilingual bicultural education is an organized program of instruction in which participating pupils receive instruction in and through English and the primary language of the LEP pupils. The purpose of this option is to increase the overall academic achievement and English language proficiency of LEP pupils and to develop the LEP pupils' primary language skills.
- *Innovative bilingual program:* The purpose of the innovative bilingual program option is to promote innovations in program options mentioned above that focus on new management approaches, greater emphasis on team teaching, or other appropriate improvements that expand the learning opportunities of pupils of limited-English proficiency.

4.7 What happens when an elementary school has fewer than ten LEP students?

The students will be provided an individual learning program (ILP) designed to meet equal educational opportunities for LEP students by promoting English language development and by sustaining normal academic achievement through the use of the student's primary language for subject matter instructions.

The elementary-level individual learning program represents the minimum program requirements for elementary LEP pupils not enrolled in basic bilingual, bilingual bicultural, or experimental bilingual programs. It is an individualized version of program option designed to provide equal educational opportunities for elementary LEP pupils by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary language for subject matter instruction.

4.8 When is a bilingual program provided at the secondary level?

There are no classroom composition requirements based on linguistic criteria for secondary programs. However, the teachers providing the primary language component must be bilingual crosscultural teachers or, if no such teachers are available, language development specialists who are assisted by bilingual crosscultural aides. There are two types of bilingual programs available at the secondary level:

- *Secondary-level language development program:* The secondary-level language development program for LEP students is a structured bilingual program delivered by bilingually credentialed teachers and/or language development specialists assisted by bilingual crosscultural aides. The program is designed to promote English language proficiency and academic achievement through the use of the student's primary language for instruction in the nonelective content courses required for graduation.
- *Secondary-level individual learning program:* The secondary-level individual learning program represents the minimum program requirements for secondary LEP students and must be provided for all secondary LEP students not enrolled in a secondary-level language development program. It is a systematic, individualized program of instruction designed to ensure equal educational opportunities for secondary LEP students by promoting English language development and by sustaining normal academic achievement through the use of the student's primary language for subject matter instruction.

4.9 How long does an LEP student have to stay in the bilingual program?

All LEP students are to be assessed annually for English proficiency with an instrument selected by the district. When an LEP student meets the definition of FEP based on district-adopted standards, the student is reclassified as fluent-English proficient and is eligible for an all-English program.

4.10 Must parents be notified before a child may be enrolled in a bilingual program?

Yes. Before a child may be enrolled in a bilingual program, the parents of the child must be notified in writing about the following:

- The program being offered
- Other program options available
- The parents' right to visit the program
- The parents' right to withdraw their child from the program
- The parents' right to participate through the school and district bilingual advisory committees

4.11 What if parents wish to withdraw their child from a bilingual program?

If parents of an LEP pupil wish to withdraw the pupil from a bilingual program (both elementary and secondary), the school must then provide the pupil an individual learning program (ILP).

4.12 May parents request the withdrawal of their child from an individual learning program?

Yes. Parents may request that their child be withdrawn from an individual learning program (both elementary and secondary). In such cases the district must establish a procedure to ensure that parents are informed of the goals, objectives, and activities of the individual learning program by an administrator or designee knowledgeable about the program. A withdrawal request signed by the parent and administrator, along with a copy of the individual learning program from which the pupil has been withdrawn, must be maintained in the school's files.

4.13 What is a bilingual advisory committee?

Each school district with more than 50 LEP pupils must establish a bilingual district advisory committee. At the same time each school with more than 20 pupils of limited-English proficiency must establish a school-level advisory committee. Parents of LEP pupils not employed by the district are always welcome to join the committee and must constitute a majority of the committee.

4.14 What are the responsibilities of the bilingual advisory committee?

The committee will advise on the development of a district master plan for bilingual education which will take into consideration the school site master plans for bilingual education. The committee will also assist in conducting a districtwide bilingual education needs assessment on a school-by-school basis. In addition, the comittee will:

- Advise on the establishment of district bilingual education programs, goals, and objectives.
- Assist in the development of a plan to ensure compliance with teachers' and teacher aides' requirements.
- Assist in the administration of the annual language census and advise on requests to use an alternative instrument and/or procedures.
- Review and comment on the written notification(s) to limited-English-proficient, fluent-English-proficient, and English-only students of initial enrollment.
- Review and comment on the district language reclassification criteria, standards, and procedures.
- Sign off on waiver requests related to bilingual education.

5.0 Additional Education Programs and Services

5.1 What is advanced placement?

Advanced placement is a cooperative educational endeavor based on the fact that many young people can complete college-level studies in secondary schools. Able, interested students are given opportunities both for college-level learning and for demonstrating their accomplishments through advanced placement examinations.

5.2 What is alternative education?

Alternative education makes it possible for parents, students, and teachers to request optional schools or educational programs. School authorities do not have to do what is requested, but many provide for different needs. For example, some school authorities provide optional (alternative) schools in which students may start their studies in their native tongue or be enrolled in a classroom where the teacher speaks the child's primary language. Parents and students should ask about the choices (alternatives) offered. They may also ask for programs that are not offered.

5.3 What is continuation education?

Continuation education provides a part-time attendance option for high school students sixteen or

seventeen years old at the time of enrollment. Continuation high schools or continuation classes have served as the largest dropout prevention program in California. The goal is to provide a flexible, personalized program to help students meet district graduation requirements in a small school environment.

5.4 Who may need continuation education?

Students may need part-time high schools if they are employed part time or full time, are concurrently enrolled in other training or educational programs, or need a shorter school day or school week for physical, social, or economic reasons.

5.5 What is vocational education?

Vocational education involves learning a specific occupational trade or course of study. It is provided by school districts and regional occupational centers and progrms to all students enrolled in California public schools. Part-time employment may be obtained for students who need the earnings from such employment to continue their vocational training on a full-time basis.

5.6 What is the intent of vocational education?

Vocational education programs are intended to provide training or retraining that is of high quality, is realistic, and is suited to the needs, interests, and abilities of the student.

5.7 Who is eligible to receive vocational education?

Eligible persons would include high school students; persons who have completed or discontinued formal education or are preparing to enter the labor market; those who are employed but need to upgrade skills or learn new skills; those with special education handicaps; and those in postsecondary schools.

5.8 What is work experience education?

Work experience education is a course of study that the governing board of a high school district or other local educational agency may establish. Standards and operational guidelines for acceptable programs are established by the state. Three types of work experience programs in California are:

- *Exploratory work experience education:* a combination of related instruction and structured occupational experiences designed to assist the student in the career guidance and development process. The student has the opportunity to observe a variety of occupations. There is no intent to teach productive skills.
- *General work experience education:* a combination of related work experience education instruction and paid employment designed to assist the student in acquiring desirable work habits and attitudes. Paid employment need not be related to the student's career goals.
- *Vocational work experience education:* a combination of concurrent vocational classroom instruction and paid employment experiences directly related to the student's occupational goal.

5.9 What is adult education?

Adult education provides education through community-based organizations in basic education, English as a second language, and other subjects of interest to adults. To locate a program, contact your local high school or school district office.

5.10 Who pays for adult education?

The state of California through the State Department of Education awards annual grants to qualified agencies providing basic education, grade eight and below, and for English as a second language.

5.11 Who is eligible to enroll in adult education programs?

Low-literate and non-English-speaking students sixteen years of age or above not enrolled in a high school are the target population for the adult education programs. However, many enrichment programs are offered as well for those who are fluent in English and possess a high school or college diploma.

5.12 What is opportunity education?

Opportunity classes and individual opportunity programs are among several programs designated to help students succeed in school. Identified students are placed in a part-time adjustment class in place of or along with a minimum attendance day.

5.13 Who provides opportunity education?

Programs and services are provided by qualified school personnel. The programs provide a chance for students to continue their education, alleviate adjustment problems, and help students return to the regular school or classes as soon as possible.

5.14 Is there a child development program available for my child in the state educational system?

Yes. Your child may be enrolled in a state-subsidized child development program that provides services for a period of less than 24 hours a day through local public and private educational agencies.

5.15 Am I eligible for a state-subsidized child development program for my child?

Yes, if you are employed or are in job training or are seeking employment or are disabled *and* meet the established eligibility and need criteria.

5.16 How many types of the state-subsidized child development programs are there?

There are nine types of such programs:

1. General
2. Migrant
3. Campus
4. School-age parent and infant development
5. Alternative payment
6. State preschool
7. Intergenerational
8. Special programs for severely handicapped children
9. Resource and referral

5.17 Where can I go to enroll my child in a child development program?

You may go to any of the public or private agencies funded for such program services to meet your needs. These agencies include school districts, community colleges, The California State University and the University of California, offices of county superintendents of schools, county welfare departments, private colleges and universities, private nursery schools, home care providers, and nonprofit organizations.

5.18 What can my child learn in a child development program?

It prepares your preschool child to go to kindergarten or first grade and helps your school-age child with homework or remedial study and some recreational activities.

5.19 What are some of the benefits my child and I will get from a child development program?

Benefits include, but are not limited to, the following:

1. Safe and appropriate physical environment
2. Age-appropriate activities
3. Cultural, linguistic, and other special needs program activities
4. Family and community involvement
5. Parental education
6. Efficient and effective local program administration
7. Diverse linguistic and cultural staff that match the makeup of the children and families
8. Support services, such as housing needs
9. Social services, such as welfare rights and services
10. Health services, such as low-cost or free health care

5.20 What are the expenses for a child development program?

A parent fee may be charged in accordance with the established sliding fee schedule based on the family income and eligibility.

5.21 What are year-round schools?

Year-round schools usually begin each school year in July and end the school year the following June. Students attend school for the same required 175 to 180 days, as in the traditional schools. However, rather than attend school continuously for nine months and then have three months off during the summer, they have three or four shorter vacations that vary from three to six weeks each..

5.22 What are year-round calendars?

Year-round calendars are designed especially for year-round schools. For example, in the 45-15 plan, students attend school for nine weeks, then have three weeks of vacation. This pattern is repeated four times during the year. Other examples are the 60-20 plan and the 90-30 plan.

5.23 Are programs in year-round schools the same as those in regular schools?

Yes. The students in year-round schools have the same learning opportunities, curriculum requirements, work experiences, student activities, and sports teams as students have in regular schools.

5.24 Why are not all schools year-round schools?

One day they may all be year-round. However, California schools have traditionally started in September and ended in June. It is hard to break tradition.

5.25 Are year-round schools required?

In some overcrowded schools a year-round calendar is required. In less crowded schools, parents have a choice between nine-month and year-round calendars.

5.26 Do all year-round students attend class at the same time?

In less crowded schools all students are on one year-round track. They all attend school at the same time and take vacation at the same time. In very overcrowded schools the students are divided into four groups. One group is always on vacation while three groups are in school. The groups are rotated at each vacation cycle so that everyone completes the same amount of school.

5.27 Do year-round schools offer summer sessions?

Yes. Summer sessions in year-round schools, called intersessions, are offered during the shorter vacation breaks. Students can have the same courses as are offered in the summer, but the scheduling is different.

5.28 Where can I get more information on year-round schools?

First, contact the district coordinator for year-round education. Other good sources of information are the

principal of the year-round school, teachers, and school counselors.

5.29 Will my children enjoy year-round education?

Yes. The great majority of students enrolled in year-round programs and their parents enjoy attending year-round schools. If your children are assigned to or select a year-round school, you should look forward to a positive experience for them.

5.30 What is summer school?

Summer school is held during the months of June, July, and August. State-supported summer school programs are available for (1) students in grades seven through twelve who need help in meeting district standards of proficiency; (2) seniors in need of credits for graduation; (3) juniors who need to repeat a course and cannot take the course the next regular school year; and (4) students enrolled in year-round and special education programs. Additional state-funded summer school instruction is available for students in the core academic areas of mathematics, science, social science, language arts, foreign language, fine arts, and computer education.

5.31 How can summer school attendance help students?

The summer school programs allow students to take advanced academic courses and provide enrichment for elementary and junior high school students. Students can also take the courses they need to meet graduation requirements.

5.32 How do I know if a child is gifted or talented?

The legal definition of a gifted and talented child in California is a pupil enrolled in a public elementary or secondary school in California who is identified as possessing demonstrated or potential abilities that give evidence of high performance.

5.33 What are the distinguishing features of the California Gifted and Talented Education (GATE) Program?

Since 1961 this program has been concerned with potential as well as demonstrated ability. It has led the nation in programming geared to the development of specific intellectual and creative abilities.

5.34 What are the GATE identification categories?

a. Intellectual ability
b. Specific academic ability
c. High achievement ability
d. Creative ability
e. Visual and performing ability
f. Leadership ability

5.35 What kind of evidence is used to identify that a child is gifted and talented?

a. School, class, and individual pupil records
b. Evaluation by a credentialed school psychologist and assessment by professional persons (Written parental consent should be obtained before testing.)
c. Group and individual tests
d. Interviews and questionnaires (teacher, parent, and others)
e. Pupil products
f. Judgment of peers

5.36 What grade levels are served in GATE programs?

GATE districts should work toward the identification and implementation of services for gifted and talented youngsters at all grade levels.

5.37 Are school districts required to have GATE programs?

No. GATE programs are optional. However, the 443 school districts that had such programs in 1984 contain more than 80 percent of the total public school enrollment in California.

5.38 What are work permits?

Work permits are documents required for underage students to become employed.

5.39 Who is responsible for issuing work permits?

School district personnel are responsible for issuing work permits to minors. No minor having a work permit and no minor under eighteen years of age who is otherwise required by law to attend school may be out of school and unemployed for a period longer than ten consecutive days while the public schools are in session. This restriction does not apply to any minor who has been graduated from a high school maintaining a four-year course above the eighth grade or who has had an equal amount of education in a private school or who has been awarded a certificate of proficiency by the state.

Under certain conditions a work permit may be issued to any minor between twelve years of age and eighteen years of age. (For more information see the *Work Permit Handbook for California Public Schools,* available for $6, plus sales tax for California residents, from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.)

5.40 What information does a valid work permit contain?

A valid work permit must contain:

- The name, age, birth date, address, and phone number of the minor
- The place and hours of compulsory part-time school attendance for the minor or statement of exemption therefrom; and the hours of compulsory full-time school attendance for the minor if the permit is issued for outside of school hours
- The maximum number of hours per day and per week the student may work while school is in session
- The minor's social security number
- The signature of the minor and the issuing authority
- The date on which the permit expires

6.0 Parental Involvement in the Schools

6.1 Why should I become involved in my child's schooling?

You as a parent play an important role in your child's education. You are your child's first and most important teacher. In most cases you know your child better than anyone else and can share important information with teachers that will help them understand your child better. When you give teachers an opportunity to communicate with you, you indicate to them that you are willing to work with them in the education of your children. They know that they can call on you to help resolve problems that may surface at school or at home and that you will support each other for the benefit of your child.

6.2 How can I support my child's education at home?

There are many ways to help your child do well in school:

- Make sure that your child has an adequate night's sleep and a nutritious breakfast to have a good start each day.
- Help your child develop positive attitudes toward school and learning and encourage him or her to participate in school activities.
- Encourage your child to continue working in his or her studies and explain the importance of education to his or her future.
- Be aware of what is being taught in school and reinforce it at home.
- Communicate frequently with your child's school. Phone teachers and counselors if a personal meeting is inconvenient.
- Read notices, newsletters, and bulletins sent home by the school and return them signed if requested to do so.
- Find out what special services are available to your child at school and in the community.
- Be aware of current educational policies and laws and how they affect your child.
- Support your child's teacher and school.
- Arrange a definite time without any interference for your child to do homework.
- Assist your child with homework and check it when it is finished.
- Read to your younger children.
- Take or send your children to the neighborhood library to check out books.
- Take your children on educational trips to the museum, zoo, art shows, different neighborhoods, and so on.
- Limit the time that your child is allowed to watch television each day.

6.3 What are some of the ways in which I can participate in my child's school?

As a parent you have many opportunities to become involved in a variety of activities in your child's school. Schools are always eager to involve parents in organizations, such as a school site council, school advisory committees, district advisory comittees, bilingual advisory committees, and parent-teacher organizations.

You may be requested to:

- Help in your child's classroom.
- Work in a parent's room which is used by parents to make materials, games, or projects needed by teachers for classroom use.
- Work in the school library or cafeteria.
- Supervise children during field trips to the park, the neighborhood library, the zoo, and so on.
- Supervise playground activities.
- Share your cultural practices, hobbies, or skills, such as wood carving, needlepoint, photography, and so on.
- Arrange bulletin boards.
- Make telephone calls to other parents.
- Read stories to groups of children.
- Do individual tutoring.
- Help children to build projects.
- Participate on fund-raising committees organized

to raise money to purchase additional materials or play equipment for the school.
- Attend parent-teacher conferences and "open house."
- Attend school board meetings.

6.4 What rights do I have as a parent?

As a parent, you have the right to:[1]

- Choose whether your child goes to a public, parochial, or private school.
- Receive information about what is being taught, what methods and materials are being used, and how achievement is evaluated at your child's school.
- Visit your child's classroom on advance notice to the teacher or principal. Check with your own school district for correct procedures.
- Request conferences with the teacher and principal.
- Look at materials used in the classroom and review any materials purchased with federal money for special programs.
- Receive information concerning minimal competencies, proficiencies, or skills your child is supposed to accomplish.
- Voice your opinion on what is taught in your child's classroom. You do not have the final say and should work with the school and/or school board in making your views known.
- Expect that your child will be physically and emotionally safe while at school.
- Expect adequate supervision of your child during the school day.
- Be informed in advance about school rules, attendance policies, dress codes, procedures for visiting the school, and so on.
- Appeal a school decision that affects your child's rights.
- Challenge a school decision to place your child in a special class for students considered to have behavioral problems.
- Appeal a decision made by the school to suspend or expel your child from school.
- Receive information about what tests your child is given and what the purpose is for testing.
- Receive information about any psychological testing the school does involving your child. Your permission must be given before such testing can take place.
- Receive information concerning test scores—what they mean and how they are used.
- Participate as a member of a parent committee or council. These groups may be required by law or may be voluntary.
- Attend school board meetings to learn what is going on in the district.
- Be heard when school policies are set or changed, such as establishing a school dress code or changing high school requirements.
- Look at the records the school keeps on your child.
- Question anything in your child's record that you feel is inaccurate or misleading or is an invasion of privacy and get a satisfactory response from the school.
- Have your handicapped child placed in an appropriate public school program. Parents also must give written consent for the placement of their handicapped child.

[1]All of the items listed here (except the last item) are taken from Bruce Baron and others, *What Did You Learn in School Today?* New York: Warner Books, Inc., 1983, pp. 264—65. Used with permission.

7.0 Structure of the Public School System

7.1 What is the structure of the public school system?

California public schools are organized into elementary school districts (usually including kindergarten through grades six or eight); unified school districts (kindergarten through grade twelve); and high school districts (grades nine through twelve).

7.2 What major agencies have an effect on the public schools?

The major agencies that influence the schools are school districts, offices of county superintendents of schools, state agencies, and federal agencies. All have a part in providing appropriate education for your child.

7.3 Who controls the schools in your school district?

School districts are controlled by a local governing board. The board is responsible for establishing, maintaining, and operating the schools under its control.

7.4 What is the structure of a typical elementary school?

In an elementary school the principal is responsible for the daily program, and each teacher is responsible for one class. When a school has enough limited-English-proficient students with the same primary language, bilingual teachers are required. In addition, the school staff usually includes specialists in reading,

mathematics, and English as a second language; speech therapists; a nurse; teachers' aides; a community liaison officer; a bilingual program coordinator; and resource teachers.

7.5 What is the structure of a typical high school?

In a high school the principal is responsible for the whole school and is generally aided by assistant principals who are responsible for specific areas of the school's administration. Larger high schools have chairpersons for each department (English, mathematics, science, physical education, and so on). Special programs, such as bilingual education, as a rule, have a director or coordinator.

7.6 How are school districts financed?

Part of public school funding comes from local property taxes. However, most of the funds come from state taxes. The California Legislature decides the amount of funding for public schools. Additional funds are given to some school districts that have students with special needs. Most of the federal funds are used to help students who have special needs, students from low-income families, students with bilingual education needs, students enrolled in vocational education programs, and handicapped students.

7.7 Why should parents understand the structure of public schools?

Informed parents are able to help their children make appropriate decisions about their educational needs. Parents should understand the structure of the California public education system to enhance educational opportunities for their children and themselves.

Publications Available from the Department of Education

This publication is one of over 600 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

American Indian Education Handbook (1982)	$3.50
Basic Principles for the Education of Language-Minority Students: An Overview (1983)	2.00
Bibliography of Audiovisual Instructional Materials for the Teaching of Spanish (1975)	1.00
Bibliography of Instructional Materials for the Teaching of French (1977)	1.50
Bibliography of Instructional Materials for the Teaching of German (1977)	1.00
Bibliography of Instructional Materials for the Teaching of Portuguese (1977)	1.00
Bibliography of Spanish Materials for Students, Grades 7—12 (1972)	1.00
Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
Boating the Right Way (1985)	4.00
California Private School Directory	9.00
California Public School Directory	14.00
Career/Vocational Assessment of Secondary Students with Exceptional Needs (1983)	4.00
Child Development Program Guidelines (1983)	3.75
College Core Curriculum: University and College Opportunities Program Guide (1983)	2.25
Computers in Education: Goals and Content (1985)	2.50
Curriculum Design for Parenthood Education (1982)	4.00
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Handbook for Planning an Effective Foreign Language Program (1985)	3.50
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Handbook on California Education for Language Minority Parents—Armenian-English Edition (1986)	3.25
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Individual Learning Programs for Limited-English-Proficient Students (1984)	3.50
Literature and Story Writing: A Guide for Teaching Gifted and Talented Children (1981)	2.75
Making Mealtime a Happy Time for Preschoolers (1983)	7.50/10
Manual of First-Aid Practices for School Bus Drivers (1983)	1.75
Martin Luther King, Jr., 1929—1968 (1983)	3.25
Model Curriculum Standards: Grades Nine Through Twelve (1985)	5.50
Physical Performance Test for California, 1982 Edition (1984)	1.50
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Studies on Immersion Education: A Collection for U.S. Educators (1984)	5.00
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Trash Monster Environmental Education Kit (for grade six)	23.00
University and College Opportunities Handbook (1984)	3.25
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Wizard of Waste Environmental Education Kit (for grade three)	20.00
Work Permit Handbook (1985)	6.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802-0271

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department, including apprenticeship instructional materials, may be obtained by writing to the address listed above.

A list of approximately 190 diskettes and accompanying manuals, available to members of the California Computing Consortium, may also be obtained by writing to the same address.

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